

**Curriculum for**  
**B.Voc. / D. Voc.**  
**in**  
**Solar System Technology**

## 1. Introduction

All India Council for Technical Education (AICTE) Ministry of HRD, Government of India has introduced Entrepreneurship oriented Skill development courses of B.Voc. /D. Voc. /Skill Diploma. These courses will be run by AICTE approved institutes by using available infrastructure and facilities. In these courses the institute will conduct general education content and sector specific skills will be imparted by Skill Knowledge Providers/ Training Providers/ Industries.

### Key Features:

#### Objectives

- To provide judicious mix of skills relating to a profession and appropriate content of General Education.
- To ensure that the students have adequate knowledge and skills, so that they are work ready at each exit point of the programme.
- To provide flexibility to the students by means of pre-defined entry and multiple exit points.
- To provide vertical mobility to students admitted in such vocational courses.
- The certification levels will lead to Diploma/Advanced Diploma/B. Voc. Degree in Solar Engineering Technology and will be offered by respective affiliating University/Board of Technical Education.
- Students may be awarded Certificate/Diploma/Degree as out-lined in the Table below:

Award	Duration after class XII
Certificate	6months
Diploma	1 Year
Advanced Diploma	2 Year
B.Voc Degree	3 Year

## 2. Course Objectives

After successfully completing the vocational course, the student would have acquired relevant appropriate and adequate technical knowledge together with the professional skills and competencies in the field of Solar System so that he/she is properly equipped to take up gainful employment in this Vocation. Thus he/she should have acquired.

### A. Understanding of

- The relevant basic concepts and principles in basic science subjects (Physics, Chemistry and Mathematics) so that he/she is able to understand the different vocational subjects.
- The basic concepts in engineering workshops.
- The concepts, principles of working of solar systems.
- The knowledge of testing procedure of components used in solar systems and making use of different test instruments.

- (e) The procedure of installing the solar systems.
- (f) The concepts and principles used in Solar Systems and its maintenance.

**B. Adequate Professional Skills and Competencies in**

- (a) Selecting the material required for solar system and its layout.
- (b) Testing the performance of Solar Systems.
- (c) Locating the fault at component level and at the stage level.

**C. A Healthy and Professional Attitude so that She/he has**

- (a) An analytical approach while working on a job.
- (b) An open mind while locating/rectifying faults.
- (c) Respect for working with his/her own hands.
- (d) Respect for honesty, punctuality and truthfulness

**3. Course Structure**

The course will consist of combination of practice, theory and hands on skills in the Solar Engineering sector.

**Curriculum**

The curriculum in each of the years of the programme would be a suitable mix of general education and skill development components.

**Skill Development Components:**

- The focus of skill development components shall be to equip students with appropriate knowledge, practice and attitude, to become work ready. The skill development components will be relevant to the industry as per its requirements.
- The curriculum will necessarily embed within itself, National Occupational Standards (NOSs) of specific job roles within the industry. This would enable the students to meet the learning outcomes specified in the NOSs.
- The overall design of the skill development component along with the job roles selected will be such that it leads to a comprehensive specialization in few domains.
- The curriculum will focus on work-readiness skills in each of the year of training.
- Adequate attention will be given in curriculum design to practical work, on the job training, development of student portfolios and project work.

**General Education Component:**

- The general education component adheres to the normal senior secondary and university standards. It will emphasize and offer courses which provide holistic development. However, it will not exceed 40% of the total curriculum.
- Adequate emphasis is given to language and communication skills.

## Curriculum

Sem ester	Code	Educational Component	L	T	P	No of hour s/we ek	Credit	Mark s
I	Theory							
	SST.101	Basics of Mathematics	4	0	0	4	4	50
	SST.102	Communication Skills( Reading and Writing)	4	0	0	4	4	50
	SST.103	Basics of Computers	4	0	0	4	4	50
	SST.104	Solar Energy System	4	0	0	4	4	50
	Practical							
	SST.105	Solar Technology-1	2	0	0	2	2+2	50
	Training							
	Operation and Maintenance of solar plant		4 weeks			10	150	
II	Theory							
	SST.201	Spoken English	4	0	0	4	4	50
	SST.202	Entrepreneuership Development	4	0	0	4	4	50
	SST.203	Drug Abuse : Problem, Management and Prevention	4	0	0	4	4	50
	SST.204	Solar Photovoltaic Power Plants	4	0	0	4	4	50
	Practical							
	SST.205	Solar Technology-2	2	0	0	2	2+2	50
	EMC-101-25	Entrepreneurship Setup and Launch*	0	0	4	4	2	100
	Training							
	Solar Installation Field Technician		6 weeks			10	150	

- Internal marks: 60 and external marks: 40

**Detailed Curriculum****(Semester I)****(SST.101) Basics of Mathematics**

**Course Outcomes** – After the completion of this course, students will be :

- 1 Be able to perform basic computations
- 2 Be able to write and understand basic proofs.
- 3 Develop and maintain problem-solving skills.
- 4 Use **mathematical** ideas to model real-world problems.

**Module 1 –Matrices:** Concept, notation, order, equality, types of matrices, zero and identity matrix, transpose of a matrix, symmetric and skew symmetric matrices. Operation on matrices: Addition and multiplication and multiplication with a scalar. Simple properties of addition, multiplication and scalar multiplication. Non-commutativity of multiplication of matrices and existence of non-zero matrices whose product is the zero matrix (restrict to square matrices of order 2). Concept of elementary row and column operations.

**Module 2 -Trigonometric Functions:** Positive and negative angles. Measuring angles in radians and in degrees and conversion of one into other. Definition of trigonometric functions with the help of unit circle. Truth of the  $\sin^2 x + \cos^2 x = 1$ , for all  $x$ . Signs of trigonometric functions. Domain and range of trigonometric functions and their graphs. Identities related to  $\sin 2x$ ,  $\cos 2x$ ,  $\tan 2x$ ,  $\sin 3x$ ,  $\cos 3x$  and  $\tan 3x$ .

**Module 3 -Limits and Derivatives:** Derivative introduced as rate of change both as that of distance function and geometrically. Intuitive idea of limit. Limits of polynomials and rational functions trigonometric, exponential and logarithmic functions. Definition of derivative relate it to slope of tangent of the curve, derivative of sum, difference, product and quotient of functions. Derivatives of polynomial and trigonometric functions.

**Module 4 –Integrals:** Integration as inverse process of differentiation. Integration of a variety of functions by substitution, by partial fractions and by parts. Definite integrals as a limit of a sum, Fundamental Theorem of Calculus (without proof). Basic properties of definite integrals and evaluation of definite integrals. Applications in finding the area under simple curves, especially lines, circles/ parabolas/ellipses.

**References:**

- Mathematics, *NCERT-XI* (Volume- 1) & (Volume-2)
- Mathematics, *NCERT-XII* (Volume-1) & (volume-2)
- Mathematics by *R D Sharma*, Dhanpat Rai Publications
- Mathematics by *J.P.Mohindru* ;Modern publications
- Mathematics by *Romesh Kumar*; Pardeep publications

**(SST.102) Communication Skills ( Reading and Writing)**

**Course Outcomes** – After the completion of this course, students will be :

- 1 Be able to adopt strategies for effective reading
- 2 Be able to write formal and informal letters
- 3 Be able to write official reports.
- 4 Be able to deliver professional presentations.

**Syllabus**

1. Reading comprehension.
2. Letter writing: Various types of letters formal e.g. letter to the editor or director of your institute and informal e. g letters to friends & family members.
3. Paragraph writing.
4. Making notes, using Abbreviations and symbols in note making.
5. Paraphrasing.
6. Writing reports- Business, Official.

***References:***

- Practical English Usage. Michael Swan. OUP. 1995.
- Remedial English Grammar. F.T. Wood. Macmillan.2007
- On Writing Well. William Zinsser. Harper Resource Book. 2001
- Study Writing. Liz Hamp-Lyons and Ben Heasley. Cambridge University Press. 2006.
- Communication Skills. Sanjay Kumar and Pushp Lata. Oxford University Press. 2011

**(SST.103) Basics of Computers**

**Course Outcomes** – After the completion of this course, students will be able to :

1. Learn Basic Applications of Computer and its component
2. Know Fundamentals of computer sciences get knowledge of Hardware & Software, open Source Technologies etc.
3. Learn about various computational tools internet and email etc.
4. Know Computer Virus, Anti-Virus, Terms and Abbreviation used in IT.

**Module 1 :** Introduction and Objectives, Basic Applications of Computer and its component.

**Module 2 :** Bringing computer to life, Fundamentals of computer sciences, Hardware & Software, Concept of Open Source Technologies, Input & output Devices.

**Module 3 :** Knowledge of MS Word, MS Excel, MS Access, MS PowerPoint, PDF Internet and E-mail.

**Module 4 :** Concept of Computer Virus and Latest Anti-Virus, Terms and Abbreviation used in IT.

**References/Books**

- Basic Computer Course by *C S Changeriya*.
- Computer Basics by *Bittu Kumar*.
- Fundamentals of Computers by V. Rajaraman
- Fundamentals of Computers by E Balagurusamy
- Computer Hardware: Installation, Interfacing, Troubleshooting and Maintenance by James K.L

**(SST.104) Solar Energy System**

**Course Outcomes** – After the completion of this course, students will be able to :

1. Get familiar with basic principles of solar technology & solar photovoltaic cells.
2. Learn about Solar Radiation , solar spectrum, optimal tilt for solar equipment, monthly averaged global radiation etc,
3. Get knowledge of Fundamentals of Solar Cells , I-V Characteristics Solar Cell parameters ,conversion efficiency and power output of solar cell
4. Know about Solar Photovoltaic Lighting System, Lead-Acid Batteries ,Maintenance of Battery, Cleanliness etc.

**Module I : Basic Principles in Solar Technology:** Solar Thermal Conversion: Principles of Solar Radiation, Solar Collector, Absorption of radiation and Conversion to Thermal Energy, Collection & Storage of Thermal Energy, Solar Photovoltaic Cells.

**Module II : Solar Radiation:** Solar Spectrum, Extra-terrestrial Radiation, Radiation on the Earth Surface, Global, Direct and Diffuse Solar Radiation, Solar Radiation at a Given Location, Annual Variation in Solar Radiation, Optimal Tilt for Solar Equipment, Monthly Averaged Global Radiation at Optimal Tilt.

**Module III: Fundamentals of Solar Cells :** Characteristics of semiconductors, Differences between semiconductors, insulators and conductors ,Theory of p n junction, Principle of operation of p-n junction Solar Cell, I-V Characteristics Solar Cell parameters ,Voc, Isc, FF ,conversion efficiency and power output of solar cell.

**Module IV : Solar Photovoltaic Lighting System:** Principle of Photovoltaic lighting system, Solar Array, Battery Bank, Electronic Controller, Inverter, Solar photovoltaic street lighting system, Maintenance of Battery, Cleanliness, Adding water, Kind of water, Discharge limits, Basics of Lead-Acid Batteries, Discharge limits of Lead-Acid batteries.

***References/Books:***

- Renewable Energy Technologies: A Practical Guide for Beginners, Chetan Singh Solanki, PHI|School Books (2008)
- Solar Photovoltaics: Fundamentals, Technologies and Applications, Chetan Singh Solanki PHI; 3 edition 2015



- Renewable Energy Sources and Emerging Technologies, Kothari D.P. and Singal K. C, New Arrivals - PHI; 2 edition (2011)
- Solar Photovoltaic Technology and Systems: A Manual for Technicians, Trainers and Engineers, Chetan Singh Solanki PHI (1 January 2013)
- Fundamentals of Renewable Energy Systems Paperback – D. Mukherjee, New Age International Publisher; First edition (2011)
- Science & Technology of Photovoltaics P Jayrama Reddy, BS Publications ,CRC Press 2010

### **SST.105 – Solar Technology-1**

#### **Course Outcomes:**

At the end of this course, students will demonstrate the ability to:

1. Recognize/use basic solar technology.
2. Develop a comprehensive technological understanding in solar PV system components.
3. Provide adequate inputs on a variety of issues in solar technology.
4. Acquire training in solar technology.

#### **Lectures/Demonstrations:**

1. Basics of electrical systems such as current, voltage, power, Ohm's law, series and parallel connections etc.
2. Basic measuring instruments such as voltmeter, ammeter, wattmeter and energy meter & their use.
3. Cells and batteries.
4. Diodes and solar cells.
5. Solar PV modules, their measurements and connections.
6. Solar photovoltaic system and its applications.

#### **Experiments**

1. Verification of Ohm's Law.
2. Series and parallel connection of cells in circuits.
3. Charging and discharging of a lead-acid battery.
4. Current and voltage measurement using ammeter and voltmeter.
5. Power and energy measurement using wattmeter and energy meter.
6. V-I characteristics of a diode.
7. Familiarization with solar energy gadgets.
8. To determine voltage and current of solar cells.
9. Demonstration of solar panels.
10. Identifying and measuring the parameters of a solar PV module.
11. Series and parallel connection of PV modules.
12. Study of applications of solar photovoltaic system.

**Recommended Books**

1. Renewable energy Technologies: A practical Guide for Beginners, Chetan Singh Solanki, PHI School Books (2008).
2. Solar Photovoltaics: Fundamentals, Technologies and Applications, Chetan Singh Solanki, PHI; 3 edition 2015.
3. Solar Photovoltaic Technology and systems: A Manual for Technicians, trainers and Engineers, Chetan singh Solanki, PHI 2011.
4. Fundamentals of Renewable Energy Systems Paperback- D. Mukherjee, New Age International Publishers; First edition(2011).

**(Semester II)**

**(SST.201) Spoken English**

**Course Outcomes** – After the completion of this course, students will be able to –

5. Frame grammatically correct sentences in English.
6. Fluently speak in English in many situations.
7. Able to present thought's more effectively.
8. Able to translate between different languages.

**Module 1: Basic English Grammar**

Parts of speech and their uses, Word formation, Tenses and their Uses, Articles and their uses, Types of sentences and sentence patterns, Synonyms and their uses, Antonyms and their uses.

**Module 2: Conversation in English**

Greeting, Introducing Oneself, Invitation, Making Request, Expressing Gratitude, Complimenting and Congratulating, Expressing Sympathy, Apologizing, Asking for Information, Seeking Permission, Complaining and Expressing Regret

**Module 3: Using English in Real Life Situation**

At the Bank/ post office/ College office, At the Green Grocer, At the Temple, At the College Canteen or Restaurant, At the Police station, At the Railway Station/ Bus Station, At the Medical Shop, At the Library, Interviews, Booking a Room in a Hotel

**Module 4: Translation**

Translation from PUNJABI/HINDI to English

**Books –**

- **Basic Grammar in Use’ by Raymond Murphy, Cambridge University**
- **‘English Grammar Workbook’ by Wendy Wilson and James H. Barlow, Kindle Edition, 2020**
- **‘Handbook of English Translation (Punjabi-English)’ by Balwant Kaur and Pratap Rastogi, Ramesh Publishing House, 2021**
- **‘High School English Translation’ by Sharma R K, LUCENT'S Publications, 2020.**

**(SST.202) Entrepreneurship Development**

**Module-I :Introduction to Entrepreneurship**

Definition of Entrepreneur, Entrepreneurial Traits, and Entrepreneur vs. Manager, Entrepreneur vs. Entrepreneur. The Entrepreneurial decision process. Role of Entrepreneurship in Economic Development, Ethics and Social responsibility of Entrepreneurs. Opportunities for Entrepreneurs in India and abroad. Womanas Entrepreneur.

**Module-II : Creating and Starting the Venture**

Sources of new Ideas, Methods of generating ideas, creating problem solving, product planning and development process.

**Module-III : The Business Plan**

Nature and scope of Business plan, Writing Business Plan, Evaluating Business plans, Using and implementing business plans. Marketing plan, financial plan and the organizational plan, Launching formalities.

**Module – IV : Financing and Managing the new venture**

Sources of capital, Record keeping, recruitment, motivating and leading teams, financial controls. Marketing and sales controls. E-commerce and Entrepreneurship, Internet advertising.

***References:***

- Entrepreneurial Development, Khanka S.S, S.Chand ,2006.
- Entrepreneurship development, Sangeeta Sharma, 2016.
- Entrepreneurship Development, S.Anil Kumar, 2008.

**(SST.203) Drug Abuse : Problem, Management and Prevention**

**Module I : Problem of Drug Abuse: Concept and Overview:**What are drugs and what constitutes Drug Abuse?Prevalence of menace of Drug Abuse, How drug Abuse is different from Drug Dependence and Drug Addiction?Physical and psychological dependence- concepts of drug tolerance

**Introduction to drugs of abuse: Short Term, Long term effects & withdrawal symptoms: Stimulants;** Amphetamines, Cocaine, Nicotine.**Depressants;** Alcohol, Barbiturates- Nembutal, Seconal, Phenobarbital Benzodiazepines –Diazepam, Alprazolam, Flunitrazepam.Narcotics; Opium, morphine, heroin. Hallucinogens; Cannabis & derivatives (marijuana, hashish, hash oil).

**MODULE II : Nature of the Problem:** Vulnerable Age Groups,Signs and symptoms of Drug Abuse ;Physical indicators, Academic indicators, Behavioral and Psychological indicators

**MODULE III : Causes and Consequences of Drug Abuse:**Causes; Physiological, Psychological, Sociological.Consequences of Drug Abuse; For individuals ,For families, For society & Nation

**MODULE IV : Management & Prevention of Drug Abuse:**Management of Drug Abuse, Prevention of Drug Abuse, Role of Family, School, Media, Legislation&De-addictionCenters

***References:***

- Kapoor.T. (1985) Drug Epidemic among Indian Youth, New Delhi: Mittal Pub
- Modi, Ishwar andModi, Shalini (1997) Drugs: Addiction and Prevention,Jaipur: Rawat Publication.
- Ahuja, Ram,(2003),Social Problems in India, Rawat Publications: Jaipur
- 2003 National Household Survey of Alcohol and Drug Abuse. New Delhi, Clinical Epidemiological Unit, All India Institute of Medical Sciences,2004.
- World Drug Report 2011, United Nations Office of Drug and Crime.
- World Drug Report 2010, United nations Office of Drug and Crime.

- Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.
- The Narcotic Drugs and Psychotropic Substances Act, 1985, (New Delhi: Universal, 2012)

### **(SST.204) Solar Photovoltaic Power Plants**

**Course Outcomes** – After the completion of this course, students will be able to –

- Understand basics of Solar Modules and Arrays
- Understand the working of solar plants
- Understand the grid connections with solar plants
- Learn about the applications of solar panels

**Module 1** – Solar Modules and Arrays: Characteristics, Classification, Construction of module, panel and array. Solar PV Systems (stand-alone and grid connected), Solar PV Applications. Government schemes and policies.

**Module 2** - Solar Thermal Power Plants: Working of a typical Concentrated Solar Power (CSP) plant Maintenance procedure of CSP systems

**Module 3** - Solar Photovoltaic (PV) Power Plants: Working of a typical Solar PV Power plant, types of Batteries for solar PV system, Maintenance procedure of typical Solar PV Power plant.

**Module 4** - Grid Connection of Solar Power Plants - Grid connection of CSP plants, Grid connection of Solar PV power plants.

### ***Reference books***

- S. P. Sukhatme and J.K. Nayak, Solar Energy –Principles of Thermal Collection and Storage, Tata McGraw-Hill, New Delhi.
- Sukhatme. S.P., Solar Energy, Tata McGraw Hill Publishing Company Ltd., New Delhi, 1997.

- Garg, Prakash, Solar Energy, Fundamentals and Applications, Tata McGraw Hill.

### **(SST.205) Solar Technology-2**

**Course Outcomes** – At the end of this course, students will demonstrate the ability to –

- Understand the concept of Solar PV module and its parameters
- Design the model of solar module on software platform
- Understand the effect of parameters on solar panel performance
- Learn about the connections of Grid connected Solar system

### **Lectures/Demonstrations** –

1. Concepts related to Solar PV systems – Voltage, Current, Power and Solar insolation
2. Connections of Solar PV module to converter circuit and battery bank
3. Solar PV system characteristics with varying values of solar insolation
4. Designing of solar cell and module on software platform.
5. Measurements of various parameters of a Solar PV plant
6. Understanding of grid connections with solar plant

### **List of Experiments**

1. To study about the configuration of solar PV system
2. To plot the V-I characteristics of solar PV system
3. To plot the power characteristics of solar PV system
4. To analyze the effect of temperature on solar output voltage and current
5. To analyze the effect of temperature on solar output power
6. To study the operation of battery charge using a PV module
7. To study the effect of partial shading on PV panel operation
8. To plot solar panel performance versus insolation
9. To study sun tracking system in solar panels
10. To take readings using Pyranometer
11. To take readings of various parameters from a grid connected solar plant



<b>Category</b>	Entrepreneurship Course			
<b>Course title</b>	Entrepreneurship Setup and Launch (Lab)			
<b>Semester</b>	I/II			
<b>Scheme and Credits</b>	L	T	P	Credits
	0	0	4	2
<b>Pre-requisite</b> (if any): Nil				

**Course code:** EMC-101-25

**Course Title:** Entrepreneurship Setup and Launch (2 credits) [L: 0; T: 0; P: 4]

Internal Marks: 60 External Marks: 40 Total Marks: 100

12 weeks, 2 weekly slots of two hours each, 4 hours per week

**Revenue Target:** ₹10,000

#### **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:**

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

**Detailed contents**

<b>Week</b>	<b>Learning Goal</b>	<b>Measurable Outcome</b>
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:**

Component	Duration	Description
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	- Supplementary videos, short readings, real- life stories, and tools to deepen understanding at their own pace

**Evaluation Criteria**

Evaluation Component	Description	Weightage
<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