



ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਪੰਜਾਬ ਤਕਨੀਕੀ ਯੂਨੀਵਰਸਿਟੀ, ਬਠਿੰਡਾ
ਡੱਬਵਾਲੀ ਰੋਡ, ਬਠਿੰਡਾ - 151001
Maharaja Ranjit Singh Punjab Technical University
DABWALI ROAD, BATHINDA-151001

[A State University Estb. by Govt. of Punjab Act No. 5(2015) u/s 2(f) & Approved u/s 12B of UGC Act, 1956]

ਐਸੋ. ਡੀਨ (ਅਕਾਦਮਿਕ ਮਾਮਲੇ)

Ref. No.: DAA/MRSPTU/Notifications/ 255

Associate Dean Academic Affairs

Date: 23.07.2026

Notification

(Through e-mail only)

As per the earlier notification issued vide No. DAA/MRSPTU/Notifications/230 dated 28.07.2025, the "Entrepreneurship Mindset Course (EMC)" was introduced for B.Tech., BBA, B.Com., and B.Voc. programmes only, and was made applicable to students admitted from the 2025 Batch onwards.

Subsequently, in compliance with Letter No. TECH-TE-2010/200/2025-5TE2-1/1139884/2025 dated 01.07.2025 (Annexure-I), and pursuant to the approval of the "Entrepreneurship Mindset" course curriculum by the Chairman, Board of Governors vide Memo No. 698 dated 25.07.2025. In addition to the review meeting of all Vice Chancellors with the Hon'ble Technical Minister held on 14.07.2026 at Panjab University, Chandigarh, the University hereby extends the implementation of this course to all Undergraduate (UG) programmes offered at the University Main Campus, GZSCCET, PITs, PSAEC Patiala, and all affiliated colleges, with effect from the 2026 Batch onwards.

The "Entrepreneurship Mindset" course shall be a mandatory 2-credit course, to be offered in each semester from the 1st to the 5th semester, as per the following nomenclature:

Course Name	Course Code	Sem.	Internal Marks	External Marks
Entrepreneurship Set Up and Launch	BENPC1-101	1 st	100	Nil
Entrepreneurship Marketing Basics	BENPC1-201	2 nd	100	Nil
Entrepreneurship Operations and Scale	BENPC1-301	3 rd	100	Nil
Entrepreneurship Organic Growth	BENPC1-401	4 th	100	Nil
Entrepreneurship Automation and Financial Mastery	BENPC1-501	5 th	100	Nil

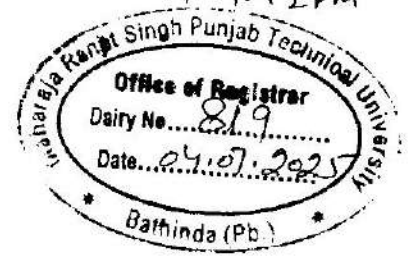
For further details, please refer to the guidelines issued by the Government of Punjab, attached as Annexure-II.


Associate Dean (Academic Affairs),
MRSPTU, BATHINDA

Copy to:

1. PA to Vice Chancellor, MRSPTU, Bathinda for information
2. Registrar, MRSPTU, Bathinda
3. COE, MRSPTU, Bathinda
4. Chairman Admissions, MRSPTU, Bathinda
5. Prof. I/C, Finance, MRSPTU, Bathinda
6. Prof. I/C, ITES, MRSPTU, Bathinda for uploading this on University website.
7. Heads/Directors of University Main Campus/GZSCCET/PITs/PSAEC, Patiala/ Affiliated colleges of MRSPTU, Bathinda through E-mail

ਪੰਜਾਬ ਸਰਕਾਰ
ਤਕਨੀਕੀ ਸਿੱਖਿਆ ਅਤੇ ਉਦਯੋਗਿਕ ਸਿਖਲਾਈ ਵਿਭਾਗ
(ਤਕਨੀਕੀ ਸਿੱਖਿਆ-2 ਸ਼ਾਖਾ)



ਸੇਵਾ ਵਿਖੇ

1. The Director, Technical Education & Industrial Training, Punjab, Chandigarh.
2. The Vice Chancellor, I. K. Gujral Punjab Technical University, Kapurthala.
3. The Vice Chancellor, Maharaja Ranjit Singh Punjab Technical University, Bathinda.
4. The Vice Chancellor, Sardar Beant Singh State University, Gurdaspur.
5. The Vice Chancellor, Shaheed Bhagat Singh State University, Ferozepur

Subject :- Statewide Rollout of Mandatory "Entrepreneurship Mindset" Curriculum in All Universities of Punjab (w.e.f Academic Year 2025-26).

ਉਪਰੋਕਤ ਵਿਸ਼ੇ ਦੇ ਸਬੰਧ ਵਿੱਚ।

2. ਵਿਸ਼ਾ ਅੰਕਿਤ ਮਾਮਲੇ ਸਬੰਧੀ ਉਚੇਰੀ ਸਿੱਖਿਆ ਅਤੇ ਭਾਸ਼ਾ ਵਿਭਾਗ ਵੱਲੋਂ ਪ੍ਰਾਪਤ ਪੱਤਰ ਨੰਬਰ HED-EDU-10M.L/5/2025-3edu/1/1138953/2025 ਮਿਤੀ 30.06.2025 ਰਾਹੀਂ ਪ੍ਰਾਪਤ ADVISORY ਦੀ ਕਾਪੀ ਇਸ ਪੱਤਰ ਨਾਲ ਨੱਥੀ ਕਰਕੇ ਆਪ ਜੀ ਨੂੰ ਤੁਰੰਤ ਅਗਲੇਰੀ ਲੋੜੀਂਦੀ ਕਾਰਵਾਈ ਹਿੱਤ ਭੇਜੀ ਜਾਦੀ ਹੈ।

① CAMPUS DIRECTOR
② A D A A
③ DTPO
④

[Signature]
4/7/25

ਚਰਨਜੀਤ ਕੌਰ
CHARANJEET KAUR
DEPUTY SECRETARY
01-07-2025

Government of Punjab
Department of Higher Education and Languages
(Education Cell)

ADVISORY

Subject:- Statewide Rollout of Mandatory "Entrepreneurship Mindset" Curriculum in All Universities of Punjab (w.e.f Academic Year 2025-26)

The world today stands at a defining moment — a period marked by technological disruptions, and emergence of innovation, entrepreneurship and human capital as the driving force of progress. Nations everywhere are being compelled to re-imagine their futures. The world is addressing these challenges by bringing serious and big ticket reforms in their education system.

India too finds itself at an inflection point. With its demographic dividend, digital momentum, and global aspirations, the country has a unique opportunity to lead in building a knowledge-driven, equitable society.

Punjab, with its rich legacy of enterprise, resilience, and reform, must seize this moment to script its own story of transformation. However, this requires a profound boldness and shift in our education systems.

With the traditional job market offering limited absorption capacity, the future of our youth depends not only on their ability to seek jobs, but more importantly, to create opportunities for themselves and others. To secure Punjab's economic resilience and youth empowerment, the Government of Punjab envisions a bold transformation of the higher education landscape—from being degree-focused to entrepreneurship-driven.

Entrepreneurship is no longer an optional pursuit—it is a foundational skill set for the 21st century. Whether one becomes a startup founder, joins a family business, leads an NGO, or enters government service, the entrepreneurial mindset—creativity, resourcefulness, risk-taking, teamwork, adaptability, digital fluency—is indispensable.

This vision aligns with the National Education Policy 2020, which calls for a re-imagined education system grounded in experiential, multidisciplinary, and skill-based learning.

To realize this shift, the Department of Higher Education (hereinafter referred as the "Department"), Government of Punjab, constituted a Working Group on Higher Education Reforms (vide Notification No. HED-EDU10M.L/5/2025-3edu/3145 dated 22nd May 2025), comprising 4 state universities Vice-Chancellors and 2 private university Vice-Chancellors, professors, innovation and start up missions, government representatives and the subject matter experts. The group was tasked with developing a structured, outcome-driven, scalable model of Entrepreneurship Mindset Curriculum (EMC) for undergraduate education.

After extensive deliberations and background work, the Working Group submitted its recommendations to the Department on 21.06.2025. The Working Group submitted its recommendations to introduce an experiential,

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outcome-driven entrepreneurship mindset curriculum.

The Department has accepted the Working Group's recommendations and the following advisory is hereby issued for implementation across all public and private universities in Punjab:

1. Mandatory Implementation Across All Students and Semesters:

- The Universities are advised to roll out the Entrepreneurship Mindset Curriculum as a mandatory course for every undergraduate student in every semester of their degree program, excluding any designated internship or industrial training semester.
- Each student must work on a business or service idea in every semester, refine and execute it, and demonstrate progress against defined semester-wise benchmarks.
- These benchmarks must include parameters such as viability, innovation, revenue generation, customer engagement, and problem-solving capacity.
- The Universities are advised to evaluate the students based on real-world performance, and evidence of work based progression and learning acquired.

2. Phased Rollout Strategy: It is advised that the Universities implement this course across the following degree programs with effect from the Academic Year 2025-26 :

- B.Tech
- B.Com
- BBA
- B.Voc
- (Other programs as may be decided by Universities)

From academic year 2026-27 onward, all Universities, Government and Private, are advised to ensure Entrepreneurship Mindset Curriculum be rolled out as a mandatory course across all undergraduate programs.

3. Credit Structure and Evaluation: The Universities are further advised to ensure that the course is of a minimum of 2 credits per semester, over six to eight semesters, as per the structure of the degree program. The internship semester may be excluded from this requirement. The students' performance assessment may be based on:

- Execution of the business idea
- Learning journals and reflections
- Customer/user feedback
- Revenue or impact benchmarks
- Mentor assessments (via the digital platform)

The Universities may refer to the Working Group recommendations for model evaluation framework.

4. Curriculum Framework and Flexibility : A model curriculum and

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evaluation framework designed by the Working Group is attached for reference of the Universities. Universities may customize it to their institutional context, provided the core objectives, structure, experiential methodology and revenue oriented evaluation framework remain intact. This flexibility is aligned with NEP 2020's emphasis on institutional autonomy.

5. Technology and AI-Enabled Delivery: The Department is committed to provide a multilingual (English, Hindi, Punjabi) digital platform, powered by Artificial Intelligence, to ensure accessible, personalized, and scalable delivery.

This platform will include:

- Content and case studies
- Business planning tools
- Progress dashboards
- Structured mentorship features
- Peer interaction forums
- AI-generated feedback on performance

This model ensures that the curriculum is not dependent on a traditional classroom structure but allows for real-time monitoring and self-driven execution, regardless of geography or institution size.

6. Institutional Responsibilities: The Universities are advised to expedite approvals through their Boards of Studies and Academic Councils to ensure the roll out in 2025-26 academic year and appoint Faculty Coordinators.

7. Government Support Measures: The Department shall endeavor to:

- Launch the statewide AI-powered entrepreneurship learning platform
- Organize Training-of-Trainers (ToT) workshops for faculty
- Facilitate access to:
 - (i) Credit and seed funding
 - (ii) Incubators and accelerators
 - (iii) Business registration and legal guidance
 - (iv) Host annual entrepreneurship festivals and pitch events for students across the state

8. Long-Term Vision: The Entrepreneurship Mindset Curriculum is not just a course; it is a movement to transform Punjab's youth into creators of change. It will build a pipeline of:

- Micro and small-scale entrepreneurs
- Social innovators
- Rural startups
- Digitally empowered youth leaders
- Community change-makers

All Universities are advised to treat this initiative as a strategic and time-sensitive reform, closely aligned with both the National Education Policy 2020 and Punjab's vision for a future-ready, economically self-reliant generation of graduates.

Dated, Chandigarh
30.06.2025

(Anindita Mitra, IAS)
Secretary to the Government of Punjab
Department of Higher Education & Languages

Contd...P/4

To.

- 1 Vice-Chancellor, Panjab University, Chandigarh
- 2 Vice-Chancellor, Punjabi University, Patiala
- 3 Vice-Chancellor, Guru Nanak Dev University, Amritsar
- 4 Vice-Chancellor, Jagat Guru Nanak Dev Punjab State Open University, Patiala
- 5 Vice-Chancellor, Punjab Agriculture University, Ludhiana
- 6 Vice-Chancellor, Rajiv Gandhi National University of Law, Patiala
- 7 Vice-Chancellor, Chitkara University, Rajpura
- 8 Vice-Chancellor, Guru Kashi University, Bathinda
- 9 Vice-Chancellor, Sant Baba Bhag University, Jalandhar
- 10 Vice-Chancellor, Plaksha University, SAS Nagar
- 11 Vice-Chancellor, Amity University, SAS Nagar
- 12 Vice-Chancellor, Lovely Professional University, Phagwara
- 13 Vice-Chancellor, Chandigarh University, SAS Nagar
- 14 Vice-Chancellor, CT University, Ludhiana
- 15 Vice-Chancellor, RIMT University, Mandi Gobindgarh
- 16 Vice-Chancellor, Desh Bhagat University, Mandi Gobindgarh
- 17 Vice-Chancellor, DAV University, Jalandhar
- 18 Vice-Chancellor, GNA University, Phagwara
- 19 Vice-Chancellor, Rayat Bahra University, SAS Nagar
- 20 Vice-Chancellor, Sri Guru Granth Sahib World University, Fatehgarh Sahib
- 21 Vice-Chancellor, Akal University, Talwandi Sabo
- 22 Vice-Chancellor, Lamrin Tech Skills University, SBS Nagar

Daljit Singh
Superintendent 30.6.25
PS

Copy for kind information to:

- 1 Secretary to Government of Punjab, Department of Technical Education & Industrial Training
- 2 Secretary to Hon'ble Minister of Higher Education & Languages, Punjab
- 3 OSD to Chief Secretary, Government of Punjab

Daljit Singh
Superintendent 30.6.25
PS

Higher Education Working Group Report

*(Towards an Entrepreneurial Punjab: Embedding Entrepreneurship in
Higher Education)*

21.06.2025



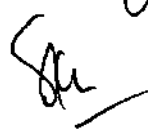


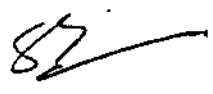




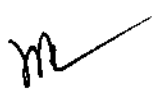




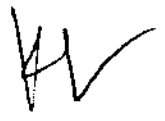






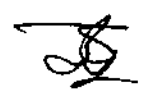












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Acknowledgment

The Working Group extends its heartfelt appreciation to all members and contributors who have played a vital role in shaping this report. The insights, commitment, and collaborative spirit demonstrated by Vice-Chancellors, policy leaders, academic experts, and representatives from industry and civil society were instrumental in crafting a bold and forward-thinking vision for embedding entrepreneurship within Punjab's higher education system.

We are especially grateful to the students of the Punjab who inspire us to do better.

Dr. Karamjeet Singh
Chairman, Working Group

Introduction and Context

Punjab today finds itself at a critical juncture where the aspirations of its youth must be matched by the realities of its economy. Over the past decade and a half, Punjab has witnessed significant increase in gross enrolment ratio in higher education. It increased¹ from 19.4% in 2011 to 27.4% in 2021. Despite a significant increase in the gross enrollment ratio in higher education, a wide employability gap persists among graduates.

According to the Economic Survey 2023-24, nearly 51% of India's youth is considered employable. This means that one in two graduates is not employable straight from their graduation. More than 65% of India's rapidly growing population is under the age of 35 reflecting the urgent need for reforms and course correction.

This is not unique to Punjab alone. Universities across India are being questioned globally for their inability to prepare graduates who are job-ready. A growing sentiment now demands a shift in the very purpose of higher education—from acquiring degrees to cultivating creators, innovators, and entrepreneurs.

The numbers paint a stark picture: Over 1.5 crore students graduate from colleges in India annually, while less than 15 lakh white-collar jobs are added to the economy each year. Punjab's situation is even more pressing, with fewer than one lakh formal job opportunities (across government and private sectors) available for its graduates. This reality necessitates a paradigm shift. No longer can universities serve solely as waiting rooms for government employment or traditional private jobs. They must evolve into launchpads for economic self-reliance.

Several studies strongly establish that higher education is instrumental for starting up a new business. In fact, research establishes that university education can be one of the strong factors in determining the success of new business.

A study of 37 OECD countries establishes a strong correlation between a country's economic growth and the business sector growth. One such study² suggests that the business sector overall contributes 72% of GDP in OECD countries.

¹

<https://www.ceicdata.com/en/india/gross-enrolment-ratio-tertiary-education/gross-enrolment-ratio-punjab-tertiary-education#:~:text=Gross%20Enrolment%20Ratio%3A%20Punjab%3A%20Tertiary%20Education%20data%20was%20reported%20at,to%202021%2C%20with%2012%20observations.>

²

<https://www.mckinsey.com/capabilities/strategy-and-corporate-finance/our-insights/a-new-look-at-how-corporations-impact-the-economy-and-households>

As articulated in NEP 2020 (Section 9.1.1), the purpose of higher education is not only to foster academic excellence but to develop well-rounded, creative, and socially responsible individuals. This vision calls for reimagining the role of universities—from being degree-awarding institutions to becoming incubators of innovation, resilience, and economic self-reliance

Acknowledging this urgent need, the Hon'ble Minister for Higher Education & Languages, Government of Punjab, convened a brainstorming session on 19th May 2025. Department's senior officials, Punjab Development Commission, Vice-Chancellors of public and private universities, Registrars, and policy leaders participated and deliberated on transformative reforms to embed entrepreneurial thinking within the higher education system of Punjab.

During this meeting, extensive discussions were held on the disconnect between academic output and job availability in the economy. Participants noted the mismatch between the growing number of graduates and the limited employment capacity of the public and private sectors. The deliberations emphasized that preparing students only for job applications was insufficient—universities must instead prepare them to create opportunities for themselves and others. There was broad agreement on the need to shift mindsets from job-seeking to job-creating.

One of the central proposals discussed was the introduction of an entrepreneurship-oriented academic program that would award credit for building real businesses during a student's academic journey. The model discussed was experiential, structured over six semesters, and integrated with AI-driven mentorship and real-time tracking. Participants agreed that such an approach could give practical meaning to soft skills and theoretical concepts like planning, team building, accounting, marketing, and business operations.

It was also discussed that drawing lessons from the compulsory EVS model—where a nationwide environmental awareness curriculum was introduced via court order—entrepreneurship could be introduced as a structured and credit-bearing course across streams and institutions. The conversation included proposals for multiple tracks (e.g., e-commerce, services, goods, content creation), app-based delivery systems, digital evaluation, and mentorship ecosystems.

These intensive deliberations underscored the need to align with the UGC Choice-Based Credit System (CBCS) and National Education Policy (NEP) 2020, both of which support interdisciplinary, experiential learning and the integration of vocational and entrepreneurial courses.

Consequently, the Government of Punjab, issued a formal notification on 22nd May 2025 [Notification File No. HED-EDU10M.I./5/2025-3edu/3145] to constitute the Working Group on Higher Education Reforms for an Entrepreneurial Punjab. The group was entrusted with the following responsibilities:

- Design a credit-based entrepreneurship curriculum suitable for multidisciplinary adoption.
- Propose strategies for effective integration into existing degree programs.
- Recommend tech-based mentorship platforms, including AI-enabled tools.
- Foster partnerships with industry, diaspora, and financial institutions for venture support.

The Working Group constituted by the Government has the following composition:

Chairperson

- Dr. Karamjit Singh, Vice-Chancellor, Guru Nanak Dev University, Amritsar

Members

- Dr. Susheel Mittal, Vice-Chancellor, I.K. Gujral Punjab Technical University, Jalandhar
- Dr. Dharamjit Singh, Vice-Chancellor, Sant Baba Bhag Singh University, Jalandhar
- Dr. Rameshwar Singh, Vice-Chancellor, Guru Kashi University, Bathinda
- Mr. Pratham Mittal, CEO, Masters' Union
- Mr. Anurag Kundu, Member, Punjab Development Commission (PDC), Govt of Punjab
- Mr. Girish Dayalan, IAS, Director, Dept. of Higher Education & Languages
- Ms. Surabhi Malik, IAS, CEO, Startup Punjab
- Mr. Moneesh Kumar, IAS, Director, Dept. of Technical Education & Industrial Training
- Dr. Maninder Singh, Director (Research), Rayat Bahra University
- Dr. Monika Gulati, Senior Dean, Lovely Professional University
- Dr. Narinder Kaur Multani, Dean (Academics), Punjab University, Patiala

- Mr. Shailendra Sharma, Educationist & Former Advisor (Education), Delhi
- Mr. Somveer Anand, CEO, Innovation Punjab
- Ms. Ankita Dubey, Senior Manager, Udhyam Learning Foundation

Member Secretary

- Sh. Jatinder Pal Singh, Deputy Director, Department of Higher Education & Languages

The Working Group in its meeting held dated 28th May, 2025 also included Dr. Jagdeep Singh, Vice-Chancellor, Punjabi University, Patiala, and Dr. S. K. Mishra, Vice-Chancellor, Sardar Beant Singh State University, Gurdaspur as Special Invitee.

Deliberations & Proceedings:

The Working Group held several meetings and deliberated extensively. To facilitate the process, and ensure in-depth review of all aspects as well as to ensure full participation of all stakeholders, the Working Group constituted two sub-Working Groups.

1. **Curriculum Design Sub-Working Group:** The first sub-Working Group was tasked with the following responsibilities:
 - a. Design a modular, credit-based curriculum on entrepreneurship with practical exposure. Formulate the curriculum outline, grading mechanism, reference material, projects, etc.
 - b. Recommend scalable AI-based platforms to support mentoring, incubation, and venture tracking.
 - c. Evolve clear milestones for course rollout, timelines, and capacity building roadmap
 - d. Establish linkages with industry, diaspora, government schemes, and micro-credit institutions for institutional incubation support.

The sub-Working Group included Mr. Pratham Mittal (Convenor), Dr. Susheel Mittal, Dr. S. K. Mishra, Dr. Narinder Kaur Multani, Mr. Shailendra Sharma, Mr. Somveer Anand and Ms. Ankita Dubey.

2. **Credit Rationalisation Sub-Working Group:** The second sub-Working Group was entrusted with the responsibility of rationalising credit in alignment with the National Education Policy 2020 and National Credits Framework 2022. The sub-Working Group is tasked with rationalising existing courses and credit structures to ensure entrepreneurship courses are an integral part of all degrees and diplomas, including those offered in technical education universities, polytechnics and ITIs.

Its members included Dr. Rameshwar Singh (Convenor), Dr. Jagdeep Singh, Dr. Dharamjit Singh, Mr. Anurag Kundu, Dr. Monika Gulati and Dr. Maninder Singh.

Both sub-Working Groups held several meetings, deliberated extensively, conducted background research, and consulted experts and stakeholders.

Deliberations

The sub-Working Groups tasked with integrating the entrepreneurship curriculum in Punjab's higher education institutions convened to design a flexible, inclusive, and scalable framework aligned with national standards such as the UGC's Choice-Based Credit System (CBCS). Drawing from both national and international best practices, the Working Groups deliberated on different models for academic integration within the University Grants Commission (UGC) and AICTE framework.

A key outcome of the joint sub-Working Group meeting held on 26th May 2025 was the collective decision to make the entrepreneurship course a compulsory component across all undergraduate programs, with a minimum allocation of two credits per semester throughout the degree duration. This approach aligns with NEP 2020 (Section 16.4), which envisions the integration of quality vocational education into higher education and encourages institutions to embed practical, skill-oriented learning within formal curricula.

To ensure student engagement and real-world applicability, the Working Groups proposed a six-semester modular structure offering practical and accessible tracks such as e-commerce, gig and freelance work, content creation, food businesses, and local services. These tracks were designed to reflect current market opportunities and to foster entrepreneurial mindsets across diverse student populations.

In alignment with NEP 2020 (Section 11.5), which calls for eliminating rigid separations between academic domains and providing flexibility in subject selection, the Working Group proposes the introduction of modular entrepreneurship tracks that students can opt into based on their interests and career goals. Students will also be permitted to switch tracks after completing a defined duration, ensuring freedom to explore and adapt while maintaining academic continuity.

To promote hands-on learning, performance-based assessments shall be central to the program. These include semester-wise micro-tasks, business plan execution, and a credit-earning system linked to tangible outcomes such as revenue generation or measurable business progress. A uniform credit system was discussed to ensure consistency across institutions, while also leaving room for localized innovation in pedagogy and delivery.

To support implementation and mentorship, an AI-enabled app-based platform will be introduced, providing students with structured guidance from experienced entrepreneurs and domain experts. A comprehensive

roadmap for teacher training shall also be rolled out, ensuring faculty are equipped to guide students through both theoretical foundations and practical business activities. In line with NEP 2020 (Section 23.6), which emphasizes the expansion of digital tools to support learning and monitoring, this platform will enable personalized, track-based support and progress monitoring. Further, reflecting NEP's vision in Section 11.5 for fostering institutional collaboration and flexibility, institutions will be encouraged to offer the full range of entrepreneurship tracks and to actively share their implementation learnings within academic clusters—thus fostering a culture of peer learning and continuous improvement.

Course Details:

Based on the detailed deliberations, the Working Group finalised the model course outline as follows:

Introduction:

This course introduces students to the art and business of content creation, focusing on how to craft engaging narratives, build and grow audiences, and monetise digital platforms. From setting up their personal brand to leveraging AI for content planning and production, students will explore a variety of tools and strategies to produce impactful content. The course emphasizes hands-on practice, collaboration, and iterative improvement, preparing students to establish a strong presence in the ever-evolving content landscape. Therefore, its entire approach will be practical-based.

Learning Objectives: By the end of this course, students will be able to:

- Understand the key principles of business using a specific hands-on practical approach.
- Master strategies for consistent content production, client building and expansion, and marketing strategy.
- Leverage AI, automation, and data analytics to enhance performance, reduce costs, and optimise resources.
- Develop personal branding and storytelling skills to connect with diverse audiences and develop a sales strategy.
- Build revenue streams and necessary partnerships for business growth through collaborations, sponsorships, digital products, and community engagement.
- Cultivate an entrepreneurial mindset to adapt, scale, and sustain a content-driven business.

Approach:

The Working Group believes business can only be learned by doing business. There is no other way to learn business skills. The Working Group believes business skills must be understood in a wider sense.

For example, business skills require sharper and more effective marketing strategies, the ability to optimally deploy the limited resources at one's disposal, the capacity to use technology and AI to bring efficiency to whatever task one is engaged in, and the understanding of how to use content creation to maximise clientele. These skills are transferable to any profession or employment that the students eventually choose in their lives. These are relevant even if they do not start their own businesses. In this

spirit, the Working Group believes all students will benefit from the course being mandatory for all. In this course, students will be expected to achieve a minimum threshold of revenue as well from their business.

Further, the Working Group is very mindful of the fact that the course delivery will require substantial reliance on AI-based tech tools for students to learn in a customised and individual manner.

Given below is the semester-wise breakdown of the model course across 6 semesters in a 3-year degree program.

Semester 1: How to define your niche & start understand marketing through content creation

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

Revenue Target: ₹10,000

Week	Online Learning	Practical Work	Deliverable
1	Defining your niche and target audience	Research top creators and outline audience profile	Document with target audience and top 5 creators
2	Choosing the right content platforms	Choose platforms and create accounts	Live accounts on selected platforms
3	Setting up content accounts and branding	Create bio, profile picture, banner	Complete channel branding setup
4	Creating your first post or video	Plan and write script	Script and shot list
5	Writing simple scripts and captions	Write captions and supporting text	Captions/scripts ready
6	Shooting content with a phone	Record initial content	Raw footage
7	Editing basics for mobile-friendly videos	Edit and refine content	Final edited content ready

8	Writing your bio and “about” section	Complete bios and About Me	Bio/About updated
9	Using hashtags and keywords for visibility	Research/apply hashtags & keywords	Post with optimized tags
10	Building a basic content calendar	Plan next month’s content	1-month calendar
11	Engaging with your first followers	Respond to comments, start conversations	Screenshots of engagement
12	Reviewing analytics and setting goals	Review performance, set next-step goals	Analytics report + reflection

Semester 2: How to build and grow your clientele and understand your audience

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

Revenue Target: ₹40,000

Week	Online Learning	Action Lab	Deliverable
1	Understanding the content marketing funnel	Map out a simple funnel for a chosen content idea	Funnel diagram
2	Planning content that converts	Draft a high-conversion content calendar	1-month content plan
3	Designing catchy thumbnails and covers	Create thumbnails and covers for upcoming posts	3 thumbnail samples
4	Writing engaging captions and CTAs	Write captions and CTAs for the next 5 posts	Captions/CTAs doc
5	Running a low-budget promotion campaign	Design and launch a small paid ad	Screenshot of ad setup

6	Collaborating with other creators	Plan and initiate a collaboration	Proof of outreach
7	Collecting and sharing testimonials	Request testimonials from early followers	2-3 testimonials
8	Scheduling content using free tools	Schedule posts using a free tool (e.g., Meta, Buffer)	Scheduled post screenshots
9	Responding to comments and DMs effectively	Craft response templates	DM and comment templates
10	Organizing giveaways and contests	Plan and announce a simple giveaway or contest	Giveaway/contest plan
11	Refreshing your visual style	Experiment with new visual themes and color schemes	Mood board or sample visuals
12	Building a simple content marketing plan	Present an integrated content marketing strategy	1-page marketing plan

Semester 3: How to earn from content: ads & collabs

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

Revenue Target: ₹80,000

Week	Online Learning	Practical Work	Deliverable
1	Streamlining content production workflows	Map and document your current workflow	Workflow diagram
2	Managing multiple platforms efficiently	Draft a multi-platform posting plan	Platform plan
3	Monetizing content with ads and sponsors	Design a monetization strategy	Monetization strategy outline

4	Negotiating brand partnerships	Draft a sample brand outreach email	Outreach email draft
5	Tracking revenue and performance metrics	Set up tracking for revenue and KPIs	Metrics tracking sheet
6	Handling copyright and licensing basics	Identify potential copyright risks	Copyright checklist
7	Outsourcing editing or design tasks	Identify a task to outsource and find a provider	Proof of outreach
8	Creating content in batches	Plan and produce a batch of content	Batch content samples
9	Setting up contracts with collaborators	Draft a simple collaboration contract	Contract template
10	Building a content review checklist	Create a step-by-step content review list	Review checklist
11	Managing client or sponsor expectations	Create a client/sponsor communication plan	Communication plan
12	Preparing a pitch deck for new partnerships	Design and present a sample pitch deck	Pitch deck

Semester 4: How to expand the clientele

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

Revenue Target: ₹160,000

Week	Online Learning	Action Lab	Deliverable
1	Growing an audience through consistency	Create a consistent posting schedule	Posting calendar
2	Leveraging viral trends creatively	Identify and adapt a trending concept	Content post with trend

3	Engaging authentically with your community	Reply to comments and messages	Screenshots of engagement
4	Building partnerships with other creators	Reach out for collaboration opportunities	Proof of outreach
5	Getting featured on other platforms	Submit content to aggregators or media	Screenshot of submission
6	Collecting and showcasing UGC	Gather user-generated content examples	UGC collection
7	Hosting live sessions or webinars	Host a live session or webinar	Live link or screenshot
8	Sharing your journey on LinkedIn or Twitter	Post a personal content story	Post link
9	Running referral programs or challenges	Design and announce a simple challenge	Challenge plan
10	Sharing educational content to add value	Create a tutorial or how-to post	Educational content
11	Starting a community channel or group	Launch a group on WhatsApp/Telegram	Group invite link
12	Creating a growth toolkit for future content	Compile a toolkit of best practices	Toolkit document

Semester 5: How to use AI for content ideas, writing & posting

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

Revenue Target: ₹400,000

Week	Online Learning	Action Lab	Deliverable
1	Identifying repetitive content tasks to automate	List repetitive tasks and choose automation tools	Task list

2	Using AI for idea generation	Generate 10 content ideas using AI	AI-generated idea list
3	Writing scripts and captions with AI tools	Create scripts/captions using AI	Script/caption document
4	Creating visuals and videos using AI platforms	Generate visuals using AI tools	Visual samples
5	Automating social media posting	Schedule posts with automation tools	Proof of scheduling
6	Analyzing performance with AI analytics	Review metrics with AI tools	Analytics summary
7	Personalizing content recommendations	Test AI recommendation tools	Personalized recommendations
8	Testing AI tools for video editing	Edit a video using an AI tool	Edited video
9	Using AI for audience insights	Analyze audience data with AI tools	Audience insight report
10	Automating outreach and collaboration	Set up automated outreach	Proof of setup
11	Launching an AI-powered content series	Publish the first AI-generated content piece	Content link
12	Presenting your AI content workflow	Create a workflow summary deck	Workflow presentation

Semester 6 (if applicable): How to manage multiple income streams & profits

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

Revenue Target: ₹8,00,000

Week	Online Learning	Action Lab	Deliverable
1	Tracking income and expenses from content	Set up a basic income/expense tracker	Tracker spreadsheet
2	Setting prices for collaborations and sponsorships	Draft a pricing structure	Pricing document
3	Managing multiple revenue streams	Map revenue sources	Revenue map
4	Planning taxes and compliance for creators	Identify compliance needs	Compliance checklist
5	Negotiating better rates with brands	Practice negotiation strategies	Negotiation plan
6	Diversifying income with digital products	Create a digital product outline	Product draft
7	Managing payments and contracts	Draft a sample contract	Contract template
8	Planning reinvestments into your brand	Identify reinvestment priorities	Reinvestment plan
9	Exploring funding or partnerships	Research funding options	Funding report
10	Creating a financial SOP for content businesses	Write a simple SOP	SOP document
11	Preparing for financial audits	List audit requirements	Audit checklist
12	Presenting a profit story to partner	Build a profit summary presentation	Profit presentation

The Working Group is mindful that delivering this course will be transformative, but the current system lacks capacity to do it. Therefore, after deliberations, it was decided that the Government may request a professional organisation (if needed) to develop an AI-based mobile app that the students can use to learn different concepts, experiment, and learn in a customised and individual manner at a pace the student is comfortable in.

The use of AI can also ensure that the mobile app is not just in English but also in Hindi and Punjabi.

Evaluation Method & Criteria:

The Working Group, after detailed deliberations, worked out the model evaluation criteria as well.

Component	Weightage	Description
Revenue and Growth Targets Achieved	30%	Marks awarded based on the % of revenue and audience growth targets achieved.
Weekly Deliverables Quality	40%	Quality and timeliness of content outputs (e.g., videos, posts, scripts, engagement tasks). Assessed against originality, consistency, and effort.
Reflection Journal & Learning Insights	15%	Weekly/bi-weekly journal entries capturing learnings, challenges, adaptations, and clarity of self-reflection.
Final Presentation & Pitch	15%	Summative presentation of the student's content platform growth, learnings, revenue outcomes, and strategic plan for future.

Role of Faculty & Roll out Roadmap: The majority of the course will be based on the AI-enabled mobile app where the student's weekly tasks or milestones shall be recorded. The student will maintain detailed documentation (over mobile app or otherwise) of the weekly deliverable, reflection journal and revenue details.

The University shall designate Faculty (or faculties) that are related to subjects like entrepreneurship, commerce, accountancy, business, finance, marketing, media design, etc. who will be the Faculty In-Charge for the course.

The Faculty In-Charge will supervise the progress of the student through a mobile app (or otherwise) to provide support, and evaluate the student based on his/her performance.

Recommendations of the Working Group:

After extensive deliberations, the Working Group decided to make following seven recommendations:

1. The Working Group recommends the Government of Punjab and all public and private universities in the state to implement entrepreneurship mindset course at the earliest after following the due process by the concern University in following degree programs:
 - a. Bachelors of Technology (B. Tech)
 - b. Bachelor of Business Administration (BBA)
 - c. Bachelor of Commerce (B.Com)
 - d. Bachelor of Vocation (B.Voc)
2. The Working Group further recommends that the course shall be mandatory from the 2026-27 academic year in the undergraduate degree programs except medical, veterinary, allied sciences, paramedic, agriculture, and law education degree programs.
3. The Working Group further recommends the Government of Punjab to ensure that this course is also introduced in Polytechnic Institutions and ITIs from 2025-26 academic year, as it is directly linked to employment and employability, and these students can benefit enormously from it.
4. The Working Group recommends the Government of Punjab and all public and private universities and their affiliated colleges in the state to ensure that the entrepreneurship and entrepreneurship mindset course is of 2 or more credits every semester except for the industrial training/internship/apprenticeship semester.
5. The Working Group further recommends the Government of Punjab to issue an advisory to all its public and private universities and their affiliated colleges for the implementation of the recommendations of this Working Group after following due process.
6. The Working Group further recommends all the public and private universities and their affiliated colleges to either add more credits or introduce the entrepreneurship and entrepreneurship mindset course within the category of Skill Enhancement Course and/or internship.
7. The Working Group further recommends the Government of Punjab to partner with professional organisations (if needed) to develop an

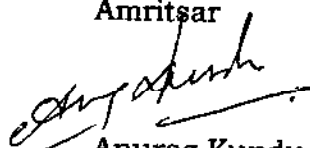
Susanne Mittel
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AI-based mobile app that the students can use to learn different concepts, experiment, and learn in a customised and individual manner at a pace the student is comfortable in. The mobile app should be made available to the student free of cost.

8. The Working Group further recommends the Government may facilitate intensive and extensive training of the academic faculty of the universities to ensure wider acceptance, and understanding of the course, its objective and its approach to better equip and support students.

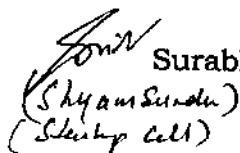


Dr. Karamjeet Singh - Vice-Chancellor, Guru Nanak Dev University, Amritsar



Anurag Kundu - Member, Punjab Development Commission

Attended meeting on behalf of SSND (Startup Punjab)



(Shyam Sunder)
(Startup Cell)

Surabhi Malik, IAS - CEO, Startup Punjab



Girish Dayalan, Director, Higher Education, Department of Higher Education, Govt of Punjab



Moneesh Kumar, IAS - Director, Department of Technical Education & Industrial Training, Govt of Punjab



Pratham Mittal, CEO, Master Union

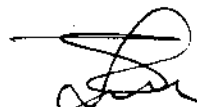


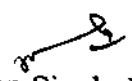
Dr. Susheel Mittal - Vice-Chancellor, I.K. Gujral Punjab Technical University, Jalandhar

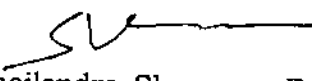


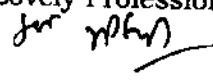
Dr. Dharamjit Singh - Vice-Chancellor, Sant Baba Bhag Singh University, Jalandhar

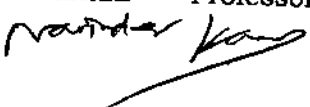

Dr. Rameshwar Singh – Vice-Chancellor, Guru Kashi University, Talwandi Sabo

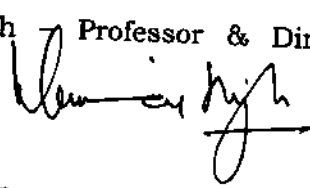

Dr. S. K. Mishra, Vice-Chancellor, Sardar Beant Singh State University, Gurdaspur

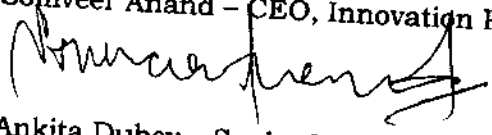

Dr. Jagdeep Singh, Vice-Chancellors of Punjabi University, Patiala

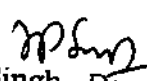

Shailendra Sharma – Educationist & Former Advisor (Education), Govt. of Delhi

Dr. Monika Gulati – Senior Dean, Lovely Professional University, Phagwara
 (As per email received from Dr. Monika)

Dr. Narinder Kaur Multani – Professor & Dean (Academics), Punjab University, Patiala


Dr. Maninder Singh – Professor & Director (Research), Rayat Bahra University, Mohali


Somveer Anand – CEO, Innovation Punjab & Entrepreneur


Ankita Dubey – Senior Manager, Udhyam Learning Foundation
 (As per email received from Ankita Dubey)


Dr. JP Singh, Deputy Director, Higher Education, Department of Higher Education, Govt of Punjab