



दिल्ली विश्वविद्यालय University of Delhi

कुलसचिव

Registrar

NO. ACAD-I/UGCF/ASSESSMENT/2025/529
30th September, 2025

NOTIFICATION

SUB: AMENDMENT TO ORDINANCE V

In partial modification of the Notification No. ACAD-I/UGCF/ASSESSMENT/2025/482 dated 09.09.2025 regarding the Guidelines for assessment of the Research Work, Translation work and Entrepreneurship Outcomes to be achieved in Semester VII of the 4th Year of UGCF 2022, it is notified that the updated guidelines enclosed herewith be followed for the purpose of assessment of the Research Work, Translation work and Entrepreneurship Outcomes in the Semester VII.

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REGISTRAR

Guidelines for assessment of Research work (Dissertation writing/Academic Projects), Translation work (as part of Academic Project) and Entrepreneurship Outcomes to be achieved in Semester VII of 4th Year of UG programmes

1. The University has notified Outcomes which are expected to be achieved at the end of semester VII and VIII by the students who pursue Dissertation writing or Academic Project or Entrepreneurship. It may be noted that Translation of Literary work is a separate activity which can be opted by students from Language Departments as an Academic Project.
2. There is requirement of specifying in detail how these outcomes are to be assessed by the faculty members. It is proposed that the assessment should be a combination of continuous assessment, submission of written documents pertaining to the Outcomes specified, end term presentation and viva voce.
3. Accordingly, detailed assessment guidelines for three types of activities envisaged in the 4th Year of UG programmes are proposed, namely for (1) Research (i.e. Dissertation writing or Academic Project) (2) Translation (as part of Academic Project) and (3) Entrepreneurship.
4. These Guidelines are provided below.

I: Guidelines for Assessment of Learning Outcomes of the Research Component

Dissertation Writing and Academic Projects (excluding Book Translation work)

(Semester VII)

The Undergraduate Curriculum Framework (UGCF) 2022, aligned with the National Education Policy (NEP) 2020, emphasizes holistic, multidisciplinary, and experiential learning. A key element of this framework is the inclusion of research as a vital component in the 4th year of the curriculum. The research experience is intended to nurture creativity, problem-solving ability, and evidence-based reasoning, while also preparing students for advanced studies, professional careers, and meaningful societal contributions. By embedding research in the UGCF, students acquire lifelong learning skills and bridge the gap between knowledge acquisition and knowledge creation.

At the undergraduate level, the research component is introduced through Dissertation writings or Academic Project work, enabling students to gain practical experience in problem identification, data collection, analysis, and presentation. This component provides a foundational understanding of academic research while guiding students through a self-conceived research project under faculty supervision. Equal emphasis is placed on research ethics and academic integrity, ensuring that students develop not only methodological skills but also scholarly values.

By the end of the 4th year, students are expected to achieve the Outcomes of the research track which are already notified (refer to the link below):

<https://www.du.ac.in/uploads/new-web/1202025-ugc-nep-Final Notification merge.pdf>

One of such outcomes is to prepare and submit a comprehensive research dissertation or academic project report that demonstrates clarity, depth, and originality. The document should

include all essential components such as statement of problem, literature review, objectives, rationale, research questions (and hypotheses, wherever applicable), methodology, experimental/fieldwork details, as applicable, findings/ results with figures and tables, data analysis, interpretation, and discussion/ conclusion with suggestions. These components may vary in case of doctrinal study. It should be ensured that the work reflects systematic inquiry and scholarly standards.

The supervision for research may be done as per Guidelines issued in this regard. (link below)

https://www.du.ac.in/uploads/new-web/06082025_Amendment-%20Ordinance-V-XII.pdf

The dissertation/project report must be prepared with the approval of the Advisory Committee of Research (ACR) or the Subject Research Committee (SRC). The research work on one topic so selected and approved, shall span both in the seventh and eighth semesters. The Dissertation or the Project Report should be submitted towards the end of VIII semester (separate guidelines shall be issued for Semester VIII). However, students must submit the components listed at 1, 2 and 3 of the "Assessment Parameters" below. Students must also follow an appropriate referencing style relevant to their discipline (MLA, APA, CMS, ASA, CSE, ACS, Blue Book, etc.) while preparing the dissertation/project report.

The following learning outcomes are expected by the end of the VII semester:

1. Identification of the research problem
2. Review of literature
3. Formulation of Research Design (preparation of abstracts and research outline)
4. Commencement of experimentation, data collection, fieldwork, or similar task.

Assessment Parameters

- 1. Identification of the Research Problem**
 - a) Potential contribution to existing knowledge or Novelty in approach
 - b) Contemporary relevance of the research / originality of the topic in terms of above mentioned research in the domain area.
- 2. Review of Literature**
 - a) Use of appropriate databases (e.g., PubMed, Web of Science, Scopus) and relevance of search keywords/phrases
 - b) Range and quantum of literature reviewed should be appropriate and cover landmark and recent studies, balance of primary research articles vs. reviews
 - c) Identification of the research gaps emerging from the literature review
- 3. Formulation of Research Design**
 - 3a) Statement of Problem: Alignment with identified research gaps
 - 3b) Scope of Research: Clear boundaries, justification, and rationale
 - 3c) Aims and Objectives: Coherence with title and problem statement (3–5 objectives)
 - 3d) Research Questions: Concise, lucid, and aligned with objectives (3–7 questions)

3e) Hypothesis (if applicable): Well-defined variables, measurability of the variables, null hypothesis, and operational definitions

3f) Research Methodology: Provide justification for chosen methods, ensuring alignment with objectives and hypotheses. Follow one of the below mentioned pathways (A/B/C/D/E) depending on the study type.

Students have a freedom to choose any of the following research pathways. Inclusion of different research pathways (A–E) ensures that all types of research (empirical, scientific, doctrinal, systematic review etc.) are covered. Each pathway is clear in terms of operational steps, justification, and deliverables.

RM (A) Empirical research :

- a. Define the universe/population under study.
- b. Specify the area of study (if not covering the entire population).
- c. Describe sampling techniques with justification, including sample size.
- d. Outline tools/techniques for data collection and analysis.
- e. Mention software used, accuracy of data, and treatment of outliers.

RM (B) Experimental Research:

- a. Clearly define materials and methods (organisms, strains, reagents, instruments, databases, etc.).
- b. Justify the choice of techniques.
- c. Address controls, replicates, and reproducibility.
- d. Include safety and ethical considerations.
- e. Detail data analysis methods and visualization approaches.

RM (C) Doctrinal Research (Social Sciences/Law/Humanities etc.):

- a. Clearly define the theoretical or legal issues being addressed.
- b. Indicate the primary sources (classical texts, statutes, judgments, treaties, government reports) and secondary sources (commentaries, research articles, books etc.) which will be studied.
- c. Method of study – comparative, theoretical approaches, analysis that will be adopted

RM (D) Language Research (focussed upon linguistic changes, linguistic patterns, dialects, registers etc.):

- a. Define the linguistic, cultural, or interpretive problem being addressed.
- b. Indicate the primary sources and secondary sources that will be studied.
- c. State the theoretical framework that will be adopted (e.g., structuralist, behaviourist, cognitive and formalist).
- d. Stylistic approach of language

RM (E) Systematic Review & Meta-analysis:

- a. Define a protocol and research question (e.g., PICO model) and register protocol (e.g., PROSPERO).
- b. Develop a comprehensive, replicable search strategy with inclusion/exclusion criteria.
- c. Conduct study selection using independent reviewers and present with a PRISMA flow diagram.
- d. Extract data systematically and assess quality using standard tools (e.g., Cochrane RoB, GRADE).

- e. Perform statistical synthesis (effect sizes, heterogeneity, sensitivity analysis, bias assessment).
- f. Report results in line with PRISMA, including forest plots, funnel plots, and summary tables.

3g) Limitations of the research to be listed clearly.

4. Commencement of data collection, fieldwork, experiment work, or equivalent activities

- a) In empirical research, a minimum of 10–20% of data collection should be completed. The tools or questionnaires must be fully operationalized and pilot-tested, and preliminary data should be presented using tables or figures.
- b) For scientific research, at least one experiment, assay, or methodology should be standardized or optimized. Preliminary results or pilot data should be demonstrated, preferably in the form of figures or tables.
- c) In doctrinal research, a draft of at least two chapters should be completed. Evaluation will focus on clarity, synthesis, coherence, and the critical foundation of the work, with 15 marks allotted for each aspect.
- d) In case of language research, selection of topic, language on which the student is going to work, clarity on application of theoretical framework, finalisation of tools for data collection, and at least one chapter should be completed.
- e) In systematic reviews and meta-analyses, the search strategy should be executed in at least two to three databases. A PRISMA flowchart showing preliminary study selection should be prepared, along with pilot data extraction tables.

5. End-term assessment of Semester VII

Presentation - Presentation of the research design including the research problem, objectives, literature review, methodology, scope, limitations and hypothesis and tentative chapterisation, presentation skills, clarity, use of ICT.

For science disciplines: Review, preliminary experimental results/standardization steps, figures, or pilot data. Assessment will focus on clarity, scientific accuracy, logical flow, presentation skills, and effective use of ICT/visual aids.

Viva Voce- A viva voce to check the performance of the student will be conducted towards the end of the semester. This will be based on the work done during the entire semester.

The composition of the viva voce board will consist of -

- a. One external subject/domain expert
- b. Supervisor and co-supervisor (if any)
- c. One member from Student Advisory Committee or College Research Committee (preferably from a different discipline to assess clarity of cross-disciplinary communication).

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Research Work: Dissertation/ Academic Project Work Assessment Table

Key Points to be assessed based on above mentioned parameter:

Total Credit- 6

Marks per Credit- 40

Total Marks- 240

Sl. No.	Assessment Parameters	Marks	Sub-division
1	Identification of the research problem	20	<ul style="list-style-type: none"> Potential contribution to existing knowledge or Novelty or Innovation in approach (15 marks) Contemporary relevance of the research / originality of the topic in terms of above mentioned research in the domain area. (5 marks)
2	Review of Literature	30	<ul style="list-style-type: none"> Use of appropriate databases (e.g., PubMed, Web of Science, Scopus) and relevance of search keywords/phrases (5 marks) Range and balance of primary and secondary sources, at least 50 sources (15 marks) Identification of the research gap emerging from the review (10 marks)
3	Formulation of Research Design	120	<ul style="list-style-type: none"> Statement of Problem (10 marks) Scope of Research (10 marks) Aims and Objectives (3–5 objectives) (20 marks) Research Questions (3–7 questions) (20 marks) Hypothesis (10 marks) Research Methodology from either of the one chosen A/B/C/D/E (40 marks) Limitations (10 Marks)
4	Commencement of data collection, fieldwork, or equivalent activities	30	<p>Evidence of preliminary work or pilot results appropriate to research type (30 Marks)</p> <ul style="list-style-type: none"> Empirical: 10–20% data collected, pilot-tested tools, preliminary tables/figures Scientific: At least one experiment/method standardized, preliminary results shown Doctrinal: Draft of ≥ 2 chapters, evaluated for clarity, coherence, critical foundation Language research: selection of topic, language on which the student is going to work, clarity on application of theoretical framework, finalisation of tools for data collection, and at least one chapter should be completed Systematic Review/Meta-analysis: Search in 2–3 databases, PRISMA flowchart, pilot data extraction tables

5	End-term assessment of Semester VII	40	<p>This will have the following steps</p> <ul style="list-style-type: none"> • Presentation of the research design, including objectives, methodology, scope, limitations, and tentative chapterisation; for science projects, preliminary results or pilot data. <ul style="list-style-type: none"> - Assessment will emphasize clarity, accuracy, logical flow, and effective use of ICT. (20 Marks) • A viva voce examination will be conducted towards the end of the semester to evaluate the student's performance, understanding of the research problem, methodological approach, preliminary findings, and overall progress. (20 Marks) <ul style="list-style-type: none"> - The Examiners may ask questions related to theoretical framework, methodology, data interpretation, originality and significance, limitations and future scope, work done and future implications of the research. • The student will have to defend and justify his/her choices and findings.
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Research Monitoring and Assessment Guidelines

1. Planning and Topic Selection

- All research topics/projects must be approved by the Advisory Committee of Research (ACR) / Subject Research Committee (SRC).
- Every proposal should clearly define its objectives, scope, methodology, and expected outcomes.
- Proposals must be screened for adherence to ethical standards such as plagiarism checks, ethical compliance (human/animal studies), and data privacy.

2. Mentorship and Guidance

- Supervisors shall hold regular mentoring sessions (fortnightly or monthly) and provide periodic updates to the Subject Research Committee (SRC) and Research Committee of College (RCC).
- Supervisors / Mentors must ensure methodological rigour while allowing students independence in executing research.

3. Tracking, Monitoring, and Quality Assurance

- Scholars must submit periodic progress reports to the department, duly signed by their supervisor.

b) Before the viva voce, the Subject Research Committee (SRC) will conduct progress presentations and forward reports to the Research Committee of College (RCC) for interim assessment (separate from the viva voce).

c) Supervisors and departments shall maintain a logbook or e-portfolio documenting timelines, challenges, and achievements.

d) The rigor of research shall be monitored through checks on data collection, sample adequacy, use of tools, and statistical validity.

e) Plagiarism detection software must be used to ensure the originality of written work.

f) Research outcomes will be evaluated against the stated objectives and research questions.

g) Each student must submit a 30-minute video presentation to the college in both the seventh and eighth semesters, showcasing the progress of their research. These videos may be requested by the University Monitoring Committee for review.

h) At least 10% of all research projects conducted at colleges shall be randomly reviewed by the University Monitoring Committee for quality assurance.

4. Ethics and Integrity

a) Research committees at the college and department level, along with the Research Advisory Committee, must ensure zero tolerance for plagiarism, academic dishonesty, and data manipulation.

b) All research must comply with the ethical guidelines of the relevant discipline.

c) Research Committee of College (RCC) should orient students to COPE and other relevant guidelines, with special focus on intellectual property rights (IPR) and proper citation practices.

5. Power to remove difficulties

If any difficulty arises in the process of implementation or interpretation of these guidelines, the Vice-Chancellor shall have the power to take any action or decision, deemed necessary, and it shall be final and binding.



II: Selection and Assessment Guidelines for Translation Project in Semester-VII

Translation is both an art and a science, involving the precise transfer of meaning from a Source focuses on spoken language in real time, translation deals with written texts, giving translators time for research Language (SL) into a Target Language (TL). The very term derives from the Latin *translatio*, meaning “to carry across,” aptly symbolizing the act of transporting ideas across linguistic frontiers. Far beyond the mere replacement of words, translation demands acute sensitivity to cultural nuances, stylistic choices, tonal variations, and communicative intent. An effective translation safeguards the essence of the original text while rendering it fluid, coherent, and intelligible for the target readership. It encompasses not only the literal content but also the manner and motivation underlying the message, thereby preserving its authentic purpose. Distinct from interpretation—which conveys spoken language instantaneously—translation pertains to written discourse, affording practitioners the opportunity for thorough research, precision, and refinement. By making literature, scholarship, legal frameworks, technical documentation, and creative works accessible across languages, translation emerges as a vital conduit that unites cultures, disseminates knowledge, and advances global dialogue.

Since the NEP 2020 gives due value to the Indian regional languages, the inclusion of translation in the Undergraduate Curriculum Framework (UGCF) 2022 aims to equip students with essential linguistic, analytical, and intercultural skills. Keeping in view the learner centric approach, this policy has been designed in a way that language may not become barrier in teaching learning process. The important books available in English should be made available to the learners of different regions in their own language. Translation is not only a language exercise but also a tool for knowledge transfer, cultural exchange, and skill development. By learning translation, students are expected to enhance their comprehension, critical thinking, and communication abilities, while also developing sensitivity to cultural nuances and diversity. Another purpose to introduce translation is to prepares students for academic research, professional fields like media, law, business, and technology, and contributes to India’s vision of becoming a knowledge society as outlined in the NEP 2020. Ultimately, the aim is to make graduates globally competent, employable, and capable of bridging linguistic and cultural boundaries through translation.

Selection of the Source and the Target Languages

- i. The students are free to select a source language text in any one of the 22 languages listed in 8th schedule of the constitution of India. Apart from this, the SL text can be selected from Italian, German, Korean, Japanese, Chinese, English, Russian, French, Spanish and all other foreign languages which are being taught in the University of Delhi.
- ii. Similarly, the target language for a student can be any one of the 22 languages listed in the 8th schedule of the constitution of India. Apart from this, the SL text can be translated into Italian, German, Korean, Japanese, Chinese, English, Russian, French, Spanish and all other foreign languages which are being taught in the University of Delhi.

Selection of Work for Translation

- i. The task of translation is to be done at individual level. Each student opting translation must be given separate work as SL.

- ii. Both the student and the supervisor must ensure that the chosen text for translation is one that has not previously been translated and that it makes a substantive contribution to the knowledge system.

The following categories may serve as guiding parameters in the selection of works for translation:

1) Literary Works

- a) Canonical and contemporary plays, novels, short stories, folk narratives, and children's literature.
- b) Select poems, folk songs, and oral traditions rooted in Indian cultural heritage (simple yet aesthetically and culturally profound compositions).
- c) Anecdotes or biographical sketches of eminent personalities who have enriched literature or contributed significantly to Indian Knowledge Traditions at local, national, or global levels.

2) Functional / Practical Texts

- a) Newspaper articles, editorials, and features embodying timeless intellectual or cultural insights.
- b) Speeches or addresses delivered by eminent personalities with enduring inspirational value across political, cultural, or social contexts.

3) Academic & Knowledge-based Texts

- a) Essays or research summaries from the social sciences and humanities.
- b) Scientific or technical writings (within or beyond prescribed curricula) simplified for broader comprehension.
- c) Historical or cultural narratives that highlight the legacy of India and its knowledge traditions.
- d) Texts offering timeless knowledge in domains such as Indian medicine, scientific innovation, spiritual traditions, health awareness, and physical well-being.

4) Cultural and Heritage Texts

- a) Proverbs, idioms, sayings, and oral traditions that encapsulate the richness of cultural heritage.
- b) Accounts and descriptions of festivals, traditions, or local practices of enduring significance that remain underrepresented in mainstream culture.
- c) Literature of folk wisdom, travel writings or ethnographic narratives capable of inspiring readers and deepening cultural understanding.

5) Creative and Media-related Texts

- a) Subtitling for short films, documentaries, or video clips of cultural or educational relevance.
- b) Translation of blogs, social media content, or websites that contain significant, insightful, and socially useful material.
- c) Translation of dialogues from timeless films that embody moral, ethical, or culturally edifying content.

Assessment Parameters for Translation

(Total Credits- 6; Total Marks- 240)

1) Correctness, Clarity and Accuracy

- a) The text in target language (TL) should be clear, cohesive, fluent and easy to understand
- b) The translated text must be coherent and grammatically correct i.e. flawless use of punctuation, spelling, and sentence structure in the target language.
- c) Accuracy implies faithfulness to the source text, ensuring transfer of ideas, facts, and concepts correctly without distortion or omission.

2) Tackling Cultural Barriers

- a) Appropriate handling of idioms, cultural references, and context
- b) Natural flavour like the source text.

3) Consistency, Completeness and Style

- a) Correct and uniform use of terminology, style, and tone throughout the text, especially in technical, legal, or academic works.
- b) Omission and expansion of the text should be avoided unless required for clarity.
- c) Preservation of the original text's register, and tone (formal, informal, literary, technical, etc.).

4) Equivalence

- a) The translated text in TL should not be much longer or shorter than the SL text.
- b) Appropriate use of accurate domain-specific vocabulary, technical terms, and proper nouns should be there with equivalence.

5) Terminology Management

- a) Selection of words which are unambiguous
- b) Maintenance of the domain specific vocabulary
- c) No compromise in choice of administratively and technically accepted words
- d) Justification for strange, coined or non-transability of words or phrases.

6) Creativity and Adaptation

- a) Application of creativity where translation loses meaning.
- b) The translator's ability to adapt expressions while keeping the original intent intact.
- c) The translator's creative ability to coin words or phrases without compromising in transferring meaning and cultural sense.

Design for the Translation Project (120-130 pages) - Besides cover, title, certificate and acknowledge pages, the translation project will have the following content:

- i. Introduction (2-3 pages)
- ii. Rationale for selection of work (3-4 pages)
- iii. Translation from SL to TL (100 pages)
- iv. Problems in Translating the selected work and ways to tackle the issues. (15-16 pages)
- v. References

Semester-VII Expected Outcomes and Marking Schemes			
Sl. No.	Assessment Parameters	Marks	Sub-division
1	Selection of Work for Translation	10	i. Work that has not been translated in the chosen TL ii. Work that significantly contributes to knowledge system.
2	Rationale for the Selection of the Work/Document	20	i. Educational Impact and Originality ii. Knowledge Contribution iii. Need and Educational Value iv. Multidisciplinary Approach and Skill Development v. Creative Element and Ethical Dimensions
3	Completion and Submission of 50 % Translation Work	100	i. Correctness, Clarity and Accuracy ii. Tackling Cultural Barriers iii. Consistency, Completeness and Style iv. Equivalence v. Terminology Management vi. Creativity and Adaptation
4	Identification, Explanation and Ways for Tackling of Problems in Translation	40	i. Cultural Barriers in Translation (General Introduction of the barriers) ii. Problem of Equivalence (General problem faced by all translators) iii. Knowledge of Ambiguity and Untranslability iv. Emotional and Creative Elements v. Maintaining Tone and Tenor
5	End Term Assessment	30+40 = 70	a) <u>On spot Translation Exercise</u> (100-150 words- 30 marks) b) <u>Viva Voce</u> (40 marks): i. Significance of the work selected for translation ii. Problems faced during translation and ways applied to tackle them iii. Unbiasedness and Objectivity

Power to remove difficulties

If any difficulty arises in the process of implementation or interpretation of these guidelines, the Vice-Chancellor shall have the power to take any action or decision, deemed necessary, and it shall be final and binding.

III. Guidelines for Assessment of Learning Outcomes of the Entrepreneurship Component (Semester VII)

Alongside the research track, students also have the option to pursue the Entrepreneurship track as an equally rigorous academic pathway in their fourth year. Similar to a dissertation or academic project, the entrepreneurship track emphasizes problem identification, solution design, planning, implementation, and evaluation, but in the context of innovation, product development, or venture creation. Students learn to conceptualize ideas, validate them through market research, develop business or implementation models, and assess sustainability. Ethical practices, social responsibility, and academic integrity are as central here as in research, ensuring that students emerge not only with entrepreneurial skills but also with values of accountability and responsible innovation.

At the undergraduate level, the entrepreneurship component is introduced through Business Model Canvases (BMCs), feasibility reports, market research, prototypes, or social enterprise projects. These activities enable students to gain practical exposure in problem identification, opportunity validation, customer discovery, financial planning, and pitching to stakeholders. Equal emphasis is placed on entrepreneurial ethics, sustainability, and social responsibility, ensuring that students develop not only business acumen but also value-driven leadership.

The entrepreneurship track nurtures innovation, resilience, and employability, while preparing students for advanced studies, start-up ecosystems, incubation opportunities, and meaningful societal contributions. By embedding entrepreneurship in the UGCF, students acquire lifelong innovation and entrepreneurial skills, bridging the gap between knowledge and action. Students are expected to prepare a venture development report or business plan. For science/technology-based projects, the document must include technical specifications, design diagrams, figures, and pilot testing results in addition to the business narrative.


The entrepreneurship project must be prepared with the approval of the Entrepreneurship Advisory Committee (EAC) or the Subject Entrepreneurship Committee (SEC). The venture planning process will span both the seventh and eighth semesters, with the seventh semester culminating in a detailed business plan and start-up pitch. Students must follow appropriate referencing and ethical guidelines for data sources, market analysis, and financial reporting.

The following committees may be formulated:

Entrepreneurship Advisory Committee (EAC)

- Supervisor of the main department
- Another faculty related to the area of entrepreneurship
- An industry expert who can be also the co-supervisor / invited industry expert / expert from an incubator or startup ecosystem/ Invited experts from the DSSEED approved pool of mentors.

Subject Entrepreneurship Committee (SEC)

- Teacher-In-Charge
 - Senior faculty member of the same department
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- Another faculty related to the area of entrepreneurship / Invited experts from the DSSEED approved pool of mentors.

The following learning outcomes are expected by the end of the seventh semester:

1. Idea Generation and Validation
2. Finalizing the Business Idea
3. Market Research and Customer Discovery
4. Prototype Development/Minimum Viable Product (MVP) and Business Model Refinement
5. Financial and Legal Planning
6. Pitch Preparation
7. Final Presentation and Review

Assessment Parameters

Key Points to be assessed based on above mentioned parameter:

1. Idea Generation and Validation

- Conduct market research to validate the viability of each idea
- Submission of at least two potential start-up ideas.

2. Market Research and Customer Discovery

- Identify target market, customer segments, and key competitors.
- Detailed market research report and customer discovery interviews.

3. Finalizing the Business Idea

- Develop a preliminary business model canvas.
- Selection of the final business idea based on research and mentor feedback.

4. Prototype Development / Minimum Viable Product (MVP) and Business Model Refinement

- Design and build a basic version of the product or service. Test and iterate the business model based on prototype/MVP feedback.
- Development of a prototype or MVP. Refined business model canvas including value proposition, customer segments, and revenue streams.

5. Financial and Legal Planning

- Prepare a basic financial plan, including a budget and revenue forecast; review IPR potential.
- Initial financial plan including cost structure, pricing strategy, and funding requirements.

6. Pitch Preparation

- Create and refine a presentation for potential investors or stakeholders.
- Development of a pitch deck summarizing the business idea, market opportunity, prototype, and financials.

7. Final Presentation and Review

- Deliver a polished pitch, receive feedback, and make final adjustments.
- Final pitch presentation to a panel of mentors, faculty, and possibly industry experts.

Entrepreneurship Assessment Table (VII Semester)

Total Credits : 6

Marks per Credit : 40

Total Marks: 240

Sl. No.	Assessment Parameters	Marks	Sub-division
1	Idea Generation and Validation	20	<ul style="list-style-type: none">• Novelty and innovation in the idea, clear problem-solution fit (15 marks)• Contemporary relevance, societal/market impact, and scalability potential (5 marks)
2	Market Research and Customer Discovery	20	<ul style="list-style-type: none">• Appropriateness of tools/methods used (5 marks)• Depth and relevance of data collected (10 marks)• Evidence-based insights and identification of customer needs/gaps (5 marks)
3	Finalizing the Business Idea	80	<ul style="list-style-type: none">- Problem Statement and Scope of the Venture (20 marks)- Customer Segments & Target Market (20 marks)- Marketing Channels and Strategy (10 marks)- Key Resources and Partnerships (10 marks)- Risk Analysis & Mitigation (10 marks)- Limitations / Constraints (10 marks)
4	Prototype Development / Minimum Viable Product (MVP) and Business Model Refinement	40	<ul style="list-style-type: none">• Demonstrated prototype /website/ App/ service /MVP (Minimum Viable Product) OR process standardization (15 marks)• Testing/Optimization & customer feedback (15 marks)• Documentation of design/prototype development (10 marks)
5	Financial and Legal Planning	20	<ul style="list-style-type: none">• Prepare a basic financial plan, including a budget and revenue forecast. (10 marks)• IP awareness and basic screening (patents/trademarks/designs) (5 marks)

			<ul style="list-style-type: none"> • Ethical compliance (sustainability, fair trade, consumer safety, data protection) (5 marks)
6	Pitch Preparation	20	<ul style="list-style-type: none"> • Development of a pitch deck summarizing the business idea, market opportunity, prototype, and financials (20 marks)
7	End-term Assessment : Final Presentation and Review (Semester VII)	40	<ul style="list-style-type: none"> • Presentation of business model (problem, solution, market analysis, financials, prototype status, limitations, next steps). Emphasis on clarity, logical flow, ICT use. (20 marks) • Viva voce to evaluate student's understanding, originality, feasibility, scalability, financial planning, ethical compliance. (20 marks)

Entrepreneurship Monitoring and Assessment Guidelines

1. Planning and Idea Selection

- All entrepreneurial ideas / projects must be approved by the Entrepreneurship Advisory Committee (EAC) / Subject Entrepreneurship Committee (SEC).
- Each proposal should clearly define the problem statement, value proposition, target market, scalability potential, and expected social/economic outcomes.
- Proposals must be screened for originality, feasibility, ethical practices, and compliance with institutional and legal norms (e.g., environmental sustainability, data protection, consumer safety).
- A maximum of three students may come together to work on an idea/ project. The assessment of these students will be on individual basis.

2. Mentorship and Guidance

- Faculty Supervisors / Industry Experts should hold regular mentoring sessions (monthly) and provide updates to the Subject Entrepreneurship Committee (SEC) and Entrepreneurship Development Cell (EDC) of the college.
- Mentors (Supervisors) must ensure methodological rigor in business validation while allowing students independence in decision-making and execution.
- Students should receive guidance on market research, business model development, financial planning, and compliance requirements.

3. Tracking, Monitoring, and Quality Assurance

- Students must submit periodic progress reports (business model iterations, customer feedback, prototype status, etc.) signed by their supervisor.
- Interim review presentations shall be conducted by the SEC and forwarded to the EDC for evaluation (separate from the final pitch).
- A logbook or e-portfolio must be maintained documenting idea evolution, customer validation, pivots, challenges, and achievements.

- The rigor of the entrepreneurial journey shall be assessed through validation of market research, financial feasibility, prototype testing, and scalability planning.
- Students must submit a 30-minute video pitch in both the seventh and eighth semesters showcasing progress, which may be reviewed by the University Entrepreneurship Monitoring Committee.
- At least 10% of all entrepreneurship projects will be randomly reviewed by the University Monitoring Committee for quality assurance.

4. Ethics and Integrity

- The committees must ensure zero tolerance for plagiarism, misrepresentation of data, intellectual property violations, or unethical business practices.
- All projects must comply with institutional, legal, and societal ethical guidelines (e.g. sustainability, fair trade, labour laws, consumer rights).
- The EDC should orient students to startup ethics, intellectual property rights (IPR), incubation opportunities, and funding guidelines.

5. Power to remove difficulties

If any difficulty arises in the process of implementation or interpretation of these guidelines, the Vice-Chancellor shall have the power to take any action or decision, deemed necessary, and it shall be final and binding

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