

SKILL ENHANCEMENT COURSES (SEC) IN ENTREPRENEURSHIP OFFERED BY

**Delhi School for Skill Enhancement & Entrepreneurship Development
(DSSEED), University of Delhi**

Rationale for the SEC Pool in Entrepreneurship

Entrepreneurship requires a combination of opportunity recognition, creative problem-solving, solution development, venture design, market understanding, responsible use of digital tools, communication skills and ethical judgement. The Skill Enhancement Courses (SEC) in Entrepreneurship are designed to provide students with a structured and experiential learning pathway that reflects the developmental stages of entrepreneurship and the needs of a skill-based, innovation-driven economy.

The SEC pool introduces students to entrepreneurship through a progression from opportunity discovery to solution development, venture modelling, communication and mobilisation. Through practical exercises, case studies, workshops, simulations, customer conversations, field observation, peer review and collaborative activities, students develop essential entrepreneurial competencies such as entrepreneurial alertness, customer understanding, prototyping, business model design, market access planning, venture communication, and the responsible use of digital and AI-enabled tools where relevant.

These SECs are designed to complement the broader entrepreneurship offerings in the curriculum while retaining a distinct practice-oriented character. The emphasis is on experiential learning, applied skill development and the early stages of venture creation. Taken together, the courses equip students with the mindset, tools and practical exposure required to understand and engage with entrepreneurship, self-employment, intrapreneurship, responsible innovation and the startup ecosystem.

The courses are intentionally India-rooted and globally comparable. They expose students to campus-based opportunities, local markets, community needs, grassroots and frugal innovation, women entrepreneurship, social enterprises, digital platforms and high-growth startups. The pedagogical orientation is not merely to teach students about entrepreneurship, but to help them practise opportunity recognition, evidence-based experimentation, market-facing venture design and credible entrepreneurial communication.

Entrepreneurial Learning Flow Across SEC Courses

The four SEC courses are structured to reflect the progressive stages of entrepreneurial development, with each course focusing on a distinct capability and building on the previous stage.

SEC-1: Entrepreneurial Mindset and Opportunity Discovery

The first course introduces students to the foundations of entrepreneurship by developing entrepreneurial alertness, opportunity recognition and problem framing. Students learn to observe unmet needs, identify emerging opportunities, generate alternative solution directions through creative thinking, use digital sources responsibly for trend scanning, and prepare evidence-based opportunity briefs.

SEC-2: Design Thinking and Venture Development

The second course focuses on problem-solution design. Students learn to apply design thinking, customer discovery, prototyping and experimentation to convert identified opportunities into testable solution concepts. The emphasis is on user understanding, iterative development, assumption testing and evidence-based refinement.

SEC-3: Venture Business Design and Go-to-Market Strategy

The third course enables students to structure a tested solution into a viable venture model. Students learn to identify customer segments, develop value propositions, compare business model options, understand introductory pricing and unit economics, and build startup-oriented go-to-market strategies.

SEC-4: Entrepreneurial Communication and Investor Pitching

The fourth course develops entrepreneurial communication and persuasion skills. Students learn venture storytelling, stakeholder-specific communication, pitch deck development, investor communication basics, resource mobilisation and live pitch presentation with Q&A. The focus is on communicating venture logic with clarity, credibility, ethical accuracy and confidence.

This SEC pool creates a natural developmental pathway:

Opportunity recognition -> solution development -> venture modelling -> communication and mobilisation.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SEC-1: Entrepreneurial Mindset and Opportunity Discovery	02	0	0	02	Class XII pass	Nil

Number of hours: 60 (P)

Course Description

This course introduces students to the foundational stage of entrepreneurship by developing entrepreneurial mindset, opportunity recognition, problem framing and early-stage idea exploration. It helps students identify unmet needs, observe user frictions, interpret emerging trends, and generate multiple solution directions. The course emphasizes opportunity discovery, creativity, basic screening and introductory validation through observation, interaction, digital search, AI-assisted trend scanning and reflective learning. It also sensitizes students to responsible entrepreneurship, including social value creation, inclusion, sustainability and ethical use of information.

Learning Objectives

Students should be able to:

- Understand and develop the entrepreneurial mindset and the process of opportunity discovery.
- Identify entrepreneurial opportunities through observation, problem recognition, trend spotting, customer conversations and secondary research.
- Develop creative thinking, divergent problem-solving and resilience in entrepreneurial contexts.
- Frame real-world problems from the user, context, need, feasibility and social-impact perspectives.
- Apply basic screening, introductory validation and ethical judgement to early-stage ideas.
- Use digital and AI-enabled tools responsibly for trend mapping, opportunity scanning and preliminary market exploration.

Learning Outcomes

Students will be able to:

- Recognize entrepreneurial opportunities in everyday, local, digital, community and emerging-sector contexts.
- Frame user problems and identify unmet needs through observation logs and short stakeholder conversations.
- Generate alternative solution directions for identified opportunities.
- Apply basic opportunity assessment and introductory validation methods.
- Prepare an evidence-based opportunity brief containing problem statement, user insight, opportunity map, initial solution directions and reflection on ethical/social relevance.

SKILL ENHANCEMENT COURSE (SEC-1)

ENTREPRENEURIAL MINDSET AND OPPORTUNITY DISCOVERY

Main Course Structure with Activities in the classroom

Unit 1: Opportunity Exploration and Idea Framing (15 hours)

Classroom Sessions

- Introduction to entrepreneurship and its role in economic development, employment creation, self-employment and social value creation.
- Entrepreneurial mindset: alertness, initiative, risk-taking, resilience, resourcefulness and learning from failure.
- Entrepreneurial ideation and opportunity recognition; idea vs opportunity.
- Opportunity discovery through observation, problem framing and user-context analysis.
- Exposure to emerging sectors: AI, sustainability, digital platforms, circular economy, health, education, mobility and local services.
- Everyday need identification, why-now analysis and responsible opportunity scanning using digital and AI-enabled tools.

Practical Sessions

- Observation log exercise in campus, local market or community setting.
- Campus/community opportunity discovery activity.
- Pain-point ranking exercise using simple criteria: urgency, frequency, intensity and willingness to act/pay.
- Opportunity mapping workshop.
- Trend mapping exercise using digital and secondary sources, including responsible use of AI for scanning and summarising trends.
- Problem diary activity and short reflection on ethical/social value.

Suggested Case Studies

- Flipkart - Opportunity in Indian e-commerce.
- Zomato - Food discovery innovation.
- Udaan - B2B marketplace innovation.
- Goonj - Community-centred problem discovery and innovation.
- SELCO Foundation - Sustainable energy opportunity recognition.
- Failure stories of entrepreneurs - building resilience and learning from setbacks.

Unit 2: Creative Problem Solving and Innovation (15 hours)

Classroom Sessions

- Creativity concepts in entrepreneurship.
- Types of innovation: product, process, service, platform, social, frugal and business model innovation.
- Lateral thinking and problem solving.
- Alternative solution thinking and assumption awareness.
- Jugaad and frugal innovation as problem-reframing approaches.
- Ethical boundaries in creativity: avoiding harmful shortcuts, misleading claims and unsafe solutions.

Practical Sessions

- SCAMPER creative thinking lab.

- Reverse brainstorming exercise.
- Alternative solution generation workshop.
- Innovation challenge using frugal/jugaad approaches.
- Divergent thinking workshop.
- AI-supported ideation comparison followed by human judgement and bias check.

Suggested Case Studies

- Ola - Mobility innovation.
- Paytm - Digital payments innovation.
- Dyson - Engineering innovation.
- Indian examples of Jugaad innovation.
- Aravind Eye Care - Process innovation for access and affordability.

Unit 3: Opportunity Assessment and Preliminary Idea Evaluation (15 hours)

Classroom Sessions

- Idea evaluation frameworks: problem-solution fit and desirability-feasibility-viability.
- Basic user-perspective assessment and concept development.
- Simple attractiveness filters and introductory context feasibility.
- Idea screening techniques: impact-feasibility matrix and risk screening.
- Introduction to social, environmental and ethical screening of entrepreneurial ideas.

Practical Sessions

- Opportunity brief development workshop.
- Concept sketching activity.
- User relevance mapping exercise.
- Peer review of opportunity briefs.
- SWOT analysis.
- Preliminary competitor and substitute scan using digital sources.

Suggested Case Studies

- ID Fresh Foods - Product innovation.
- Amul - Cooperative innovation.
- Paper Boat - Nostalgia-based value recognition.
- Lenskart - Digital eyewear innovation.
- Mitticool - Frugal product innovation.

Unit 4: Idea Screening and Introductory Validation (15 hours)

Classroom Sessions

- Basic validation techniques and concept testing.
- Simple feedback loops, feedback incorporation and iteration.
- Introductory customer conversations and problem interviews.
- Quick validation methods: survey, conversation, landing page mock-up, observation and expert feedback.
- Responsible collection and use of user feedback, with attention to consent, privacy and accuracy.

Practical Sessions

- Introductory customer conversations.
- Quick market validation survey.
- Basic user feedback exercise.
- Peer evaluation of opportunity briefs.
- Opportunity brief presentation.
- Final opportunity brief submission with evidence log and reflection.

Suggested Case Studies

- Dropbox - Early product validation.
- Meesho - Social commerce validation.
- Airbnb - Early customer insight testing.
- Goonj - Early validation of community needs and responses.
- Niramai - Early need recognition in health-tech innovation.

Teaching Methodology

- Interactive Classroom Sessions: Classroom sessions should incorporate real-life examples, simulations, role-play, multimedia elements and short studio exercises to facilitate learning.
- Group Discussions and Team-activities: Group discussions during class, with students sharing their insights, experiences, field observations and ideas to enhance collective learning and promote critical thinking.
- In-class Exercises: Practical exercises and activities designed to reinforce the concepts and skills taught in the classroom sessions. These may include individual or group work, brainstorming sessions, problem-solving exercises, AI-supported search exercises and structured reflection.
- Case-based Learning: Suggested case studies to help students analyze and understand real-world entrepreneurial challenges and opportunities. Students will be encouraged to dissect the cases, propose solutions, and learn from the experiences of entrepreneurs from Indian and global contexts.
- Project-Based Learning: Projects, assignments and activities that apply entrepreneurship concepts to observable problems, local markets, campus contexts, community needs and digital opportunities.
- Student Presentations: The students will be encouraged to present their ideas, field findings, prototypes, business models and pitch decks in workshops and seminars.
- Responsible Use of Digital and AI Tools: Where relevant, students may use digital and AI-enabled tools for opportunity scanning, persona development, competitor mapping, prototype visualization, market research and communication, with due attention to accuracy, privacy, bias, transparency and ethical use.

Assessment Pattern (Continuous mode)

A combination of assignments, quizzes, presentations, field work, practical artefacts and project work will be used to evaluate students' understanding and their ability to apply entrepreneurial principles and practices effectively.

Component	Indicative Weightage	Expected Evidence
Observation log and problem diary	15%	Field notes from campus/community/local-market observation.
In-class creativity and screening exercises	20%	SCAMPER, reverse brainstorming, opportunity map and impact-feasibility matrix.
Introductory customer/stakeholder conversations	15%	Conversation summary, user insight and ethical reflection.

Opportunity brief	30%	Problem statement, target user, evidence, alternative solutions and initial validation.
Presentation, peer review and reflective note	20%	Short presentation, peer feedback response and individual learning reflection.

Teachers

The course teaching will be supplemented by practitioners, startup founders, incubator mentors, local entrepreneurs, grassroots innovators and industry experts to enhance the learning experience.

Mapping with the next suggestive course

The next suggestive course in the series is Design Thinking and Venture Development. Having identified a business opportunity through this course, the student will then progress to convert identified opportunities into testable solution concepts through design thinking, customer discovery, prototyping and iterative refinement.

Prospective Job Roles after a particular course

The student will identify opportunities to frame into a business idea and take it forward for prototype development. Students may also be prepared for early roles such as entrepreneurship cell coordinator, innovation associate, market research intern, community-enterprise volunteer, founder assistant or campus venture initiator.

Essential Readings

- Neck, H., Neck, C., & Murray, E. (2017). Entrepreneurship: The Practice and Mindset. Sage.
- Kelley, T., & Kelley, D. (2013). Creative Confidence. Crown Business.

Suggested Readings

- Dyer, J., Gregersen, H., & Christensen, C. (2011). The Innovator's DNA. Harvard Business Review Press.
- Ries, E. (2011). The Lean Startup. Crown Business.
- Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Publications Office of the European Union.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SEC-2: Design Thinking and Venture Development	02	0	0	02	Class XII pass	Nil

Number of hours: 60 (P)

Course Description

This course enables students to convert identified opportunities into testable solution concepts through design thinking, customer discovery, prototyping and iterative refinement. It focuses on problem-solution fit by helping students understand users, define problems, develop prototypes, test assumptions and improve solutions through feedback and experimentation. The course follows a progression from customer insight to problem definition, solution concept, prototype, test and iteration. It emphasizes doing, testing and learning rather than tool familiarity alone. Students are encouraged to use paper, digital, no-code, low-code and AI-enabled tools responsibly to visualize and test early solutions.

Learning Objectives

Students should be able to:

- Apply design thinking and customer discovery tools to understand user problems.
- Develop prototypes and minimum testable solutions.
- Test assumptions through low-cost experiments and feedback.
- Refine solution concepts through iteration and evidence-based learning.
- Use digital, no-code and AI-enabled tools responsibly for prototype visualization, user-flow design and early product workflows.
- Reflect on inclusion, accessibility, usability, privacy and ethical implications while designing solutions.

Learning Outcomes

Students will be able to:

- Translate user insights into solution concepts.
- Develop paper, digital, no-code or low-code prototypes.
- Identify and test key assumptions behind a venture idea.
- Refine prototypes through usability testing and feedback.
- Maintain an iteration log showing what was assumed, tested, learned and changed.
- Present a tested solution concept supported by evidence.

SKILL ENHANCEMENT COURSE (SEC-2)

DESIGN THINKING AND VENTURE DEVELOPMENT

Main Course Structure with Activities in the classroom

Unit 1: Design Thinking and Customer Discovery (15 hours)

Classroom Sessions

- Design thinking framework: empathize, define, ideate, prototype and test.
- Empathy mapping, customer discovery and need identification.
- Problem reframing, insight generation and customer discovery.
- Customer journey mapping and structured problem interviews.
- Inclusion, accessibility and dignity in user research.

Practical Sessions

- Empathy mapping workshop.
- Structured customer interviews.
- Need validation exercise.
- User journey mapping.
- Problem reframing clinic.
- Customer insight synthesis and opportunity-to-solution translation.

Suggested Case Studies

- Airbnb - Customer discovery and experience design.
- Urban Company - Service-user problem discovery.
- Practo - User-centric healthcare innovation.
- Razorpay - Solving payment pain points for businesses.
- Jaipur Rugs - Human-centred enterprise development.

Unit 2: Prototype Development and Solution Visualization (15 hours)

Classroom Sessions

- Prototype development approaches.
- Paper prototyping.
- Digital prototyping and mock-ups.
- No-code and low-code prototyping tools.
- Use of AI tools for ideation, interface design, content drafts, workflow simulation and early product visualization.
- Prototype testing fundamentals and responsible disclosure of AI-generated content.

Practical Sessions

- Paper prototype workshop.
- Digital mock-up design.
- Landing page mock-up exercise.
- Prototype testing.
- Smoke test design.
- Prototype accessibility and usability checklist.

Suggested Case Studies

- Instagram - Early prototype simplification.
- Canva - Interface-led solution design.
- Dropbox - Visual explanation before full product build.
- Examples of no-code interface-led product design.
- Dunzo - Early service workflow design.

Unit 3: Solution Design and MVP Development (15 hours)

Classroom Sessions

- Solution design principles.
- Minimum feature set and feature prioritization.
- MVP logic, usability testing and assumption mapping.
- Balancing desirability, feasibility, viability and ethical acceptability.

Practical Sessions

- Minimum feature set exercise.
- Product feature prioritization activity.
- Assumption mapping canvas.
- Usability testing workshop.
- Solution concept presentation and refinement.
- Iteration log based on user feedback.

Suggested Case Studies

- Dropbox - Minimum testable solution logic.
- Swiggy - Early service design and refinement.
- Notion - Feature prioritization and usability.
- Instagram - Simplified feature-based adoption.
- Khan Academy - Iterative educational product development.

Unit 4: Lean Startup Experimentation (15 hours)

Classroom Sessions

- Lean startup methodology.
- Build-Measure-Learn cycle.
- Small-scale experimentation and simple A/B testing concepts.
- Learning from failed assumptions and avoiding confirmation bias.
- Evidence standards in early-stage venture experimentation.

Practical Sessions

- Startup experiment design.
- MVP testing exercise.
- Iteration log and learning review.
- Reflection on learning from failed assumptions and experiments.
- Peer demo and evidence-based feedback session.

Suggested Case Studies

- Buffer - Early demand testing.
- Zappos - Concierge testing logic.
- Airbnb - Iterative experimentation.
- Dropbox - Validation through low-cost experimentation.
- Blinkit/Grofers - Iterative model evolution in quick commerce.

Teaching Methodology

- Interactive Classroom Sessions: Classroom sessions should incorporate real-life examples, simulations, role-play, multimedia elements and short studio exercises to facilitate learning.
- Group Discussions and Team-activities: Group discussions during class, with students sharing their insights, experiences, field observations and ideas to enhance collective learning and promote critical thinking.
- In-class Exercises: Practical exercises and activities designed to reinforce the concepts and skills taught in the classroom sessions. These may include individual or group work, brainstorming sessions, problem-solving exercises, AI-supported search exercises and structured reflection.
- Case-based Learning: Suggested case studies to help students analyze and understand real-world entrepreneurial challenges and opportunities. Students will be encouraged to dissect the cases, propose solutions, and learn from the experiences of entrepreneurs from Indian and global contexts.
- Project-Based Learning: Projects, assignments and activities that apply entrepreneurship concepts to observable problems, local markets, campus contexts, community needs and digital opportunities.
- Student Presentations: The students will be encouraged to present their ideas, field findings, prototypes, business models and pitch decks in workshops and seminars.
- Responsible Use of Digital and AI Tools: Where relevant, students may use digital and AI-enabled tools for opportunity scanning, persona development, competitor mapping, prototype visualization, market research and communication, with due attention to accuracy, privacy, bias, transparency and ethical use.

Assessment Pattern (Continuous mode)

A combination of assignments, quizzes, presentations, field work, practical artefacts and project work will be used to evaluate students' understanding and their ability to apply entrepreneurial principles and practices effectively.

Component	Indicative Weightage	Expected Evidence
Customer discovery file	20%	Interview guides, empathy maps, journey maps and insight synthesis.
Prototype development	25%	Paper/digital/no-code prototype with feature prioritization.
Experiment and validation log	20%	Assumption map, test design, feedback and learning record.
Iteration and solution refinement	15%	Evidence of changes made after feedback.
Final solution concept presentation	20%	Prototype demo, problem-solution fit logic and Q&A response.

Teachers

The course teaching will be supplemented by design thinking facilitators, product designers, startup founders, no-code/low-code practitioners, customer research professionals and industry experts to enhance the learning experience.

Mapping with the next suggestive course

The next suggestive course in the series is Venture Business Design and Go-to-Market Strategy. Having developed an MVP through this course, the student will then progress to convert the tested solution concept into a viable market-facing venture model.

Prospective Job Roles after a particular course

The student will be ready to convert his or her business idea into a prototype with a strategy for beta testing. Students may also be prepared for early roles such as product research intern, user research assistant, design thinking facilitator, innovation associate, prototype developer or startup product trainee.

Essential Readings

- Brown, T. (2009). Change by Design. Harper Business.
- Ries, E. (2011). The Lean Startup. Crown Business.

Suggested Readings

- Blank, S., & Dorf, B. (2012). The Startup Owner's Manual. K&S Ranch.
- Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). Value Proposition Design. Wiley.
- IDEO.org. (2015). The Field Guide to Human-Centered Design. IDEO.org.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SEC-3: Venture Business Design and Go-to-Market Strategy	02	0	0	02	Class XII pass	Nil

Number of hours: 60 (P)

Course Description

This course enables students to convert a tested solution concept into a viable market-facing venture model. It focuses on customer segments, value proposition design, startup business models, pricing, customer acquisition and go-to-market thinking. The course emphasizes startup-specific market logic rather than broad conventional marketing theory and helps students understand how value is created, delivered and captured in entrepreneurial ventures. Students learn to use digital and AI-enabled tools for market mapping, competitor benchmarking, customer persona development, pricing exploration and basic analytics, while recognizing the limits of secondary data and the need for ethical market claims.

Learning Objectives

Students should be able to:

- Identify target customers and map market opportunities for startup ideas.
- Design value propositions aligned with customer needs and market gaps.
- Understand startup business model options, revenue logic and value capture.
- Apply introductory pricing and unit economics concepts.
- Develop a basic go-to-market approach for a startup idea.
- Use digital and AI-enabled tools responsibly for market research, competitor benchmarking and growth-channel exploration.

Learning Outcomes

Students will be able to:

- Identify customer segments and analyze their needs.
- Develop a differentiated value proposition for a startup idea.
- Compare and select suitable startup business models.
- Apply basic pricing and customer acquisition logic.
- Interpret introductory startup metrics and unit economics.
- Present a business model and go-to-market concept for a venture supported by market evidence and ethical communication.

SKILL ENHANCEMENT COURSE (SEC-3)

VENTURE BUSINESS DESIGN AND GO-TO-MARKET STRATEGY

Main Course Structure with Activities in the classroom

Unit 1: Customer Segments and Market Mapping (15 hours)

Classroom Sessions

- Customer segmentation and market mapping.
- Customer needs identification and persona development.
- Competitor benchmarking and substitute analysis.
- Data-driven market research using digital sources.
- Digital consumer behavior analysis and responsible interpretation of online data.

Practical Sessions

- Customer persona development.
- Market mapping exercise.
- Competitor benchmarking activity.
- Startup ecosystem mapping.
- Basic market opportunity sizing exercise using digital tools where appropriate.
- AI-supported secondary research with source verification and bias check.

Suggested Case Studies

- Nykaa - Segment-focused brand building.
- BigBasket - Urban grocery market targeting.
- boAt - Youth segment mapping and positioning.
- Airbnb - Identifying and serving a distinct customer segment.
- Falguni Nayar and Nykaa - Customer insight-led venture scaling.

Unit 2: Value Proposition Design (15 hours)

Classroom Sessions

- Value proposition framework.
- Product-market fit framework.
- Pain-gain-job alignment.
- Competitive positioning in digital markets.
- Trust, inclusion, affordability, accessibility and responsible value propositions.

Practical Sessions

- Value proposition canvas workshop.
- Product-market fit assessment activity.
- Customer value ranking exercise.
- Differentiation exercise.
- Ethical value proposition review to avoid exaggeration and unverified claims.

Suggested Case Studies

- Paper Boat - Nostalgia-based value proposition.
- Mamacarth - Natural product positioning.
- Tesla - Sustainable mobility value proposition.
- SELCO Foundation - Impact-driven value proposition and market relevance.
- Phool.co - Waste-to-value and impact-led positioning.

Unit 3: Platform and Venture Business Model Design (15 hours)

Classroom Sessions

- Platform and venture business model design.
- SaaS business models, subscription business models and creator economy.
- D2C, marketplace, transaction, freemium, service, social enterprise and hybrid models.
- Customer relationships and channels.
- Revenue logic, cost logic and introductory unit economics.
- Regulatory and compliance awareness at an introductory level.

Practical Sessions

- Startup business model design workshop.
- Business model comparison activity.
- Revenue model exercise.
- Cost logic exercise.
- Calculating and interpreting introductory unit economics.
- Business model canvas or lean canvas preparation.

Suggested Case Studies

- Uber - Platform business model.
- Netflix - Subscription model.
- OYO - Asset-light service model.
- Unacademy - EdTech platform model.
- SELCO Foundation - Sustainable and impact-oriented business model.

Unit 4: Startup Growth Channels and Market Access Strategies (15 hours)

Classroom Sessions

- Startup growth channels.
- Customer acquisition and distribution pathways.
- Market entry strategy, pricing strategy and basic startup metrics.
- Startup metrics: CAC, LTV, retention, conversion and referral.
- Community-led growth, partnerships, incubators, grants and market access pathways.

Practical Sessions

- Go-to-market plan development.
- Customer acquisition strategy exercise.
- Early adopter strategy exercise.
- Community-led growth strategy.
- Basic digital marketing analytics review.

- Pricing and break-even mini exercise.

Suggested Case Studies

- Zoom - Product-led growth.
- Slack - Community and team adoption.
- Spotify - Freemium pricing and retention strategy.
- Nykaa - Digital customer acquisition and growth.
- Razorpay - Developer and merchant-led growth.

Teaching Methodology

- Interactive Classroom Sessions: Classroom sessions should incorporate real-life examples, simulations, role-play, multimedia elements and short studio exercises to facilitate learning.
- Group Discussions and Team-activities: Group discussions during class, with students sharing their insights, experiences, field observations and ideas to enhance collective learning and promote critical thinking.
- In-class Exercises: Practical exercises and activities designed to reinforce the concepts and skills taught in the classroom sessions. These may include individual or group work, brainstorming sessions, problem-solving exercises, AI-supported search exercises and structured reflection.
- Case-based Learning: Suggested case studies to help students analyze and understand real-world entrepreneurial challenges and opportunities. Students will be encouraged to dissect the cases, propose solutions, and learn from the experiences of entrepreneurs from Indian and global contexts.
- Project-Based Learning: Projects, assignments and activities that apply entrepreneurship concepts to observable problems, local markets, campus contexts, community needs and digital opportunities.
- Student Presentations: The students will be encouraged to present their ideas, field findings, prototypes, business models and pitch decks in workshops and seminars.
- Responsible Use of Digital and AI Tools: Where relevant, students may use digital and AI-enabled tools for opportunity scanning, persona development, competitor mapping, prototype visualization, market research and communication, with due attention to accuracy, privacy, bias, transparency and ethical use.

Assessment Pattern (Continuous mode)

A combination of assignments, quizzes, presentations, field work, practical artefacts and project work will be used to evaluate students' understanding and their ability to apply entrepreneurial principles and practices effectively.

Component	Indicative Weightage	Expected Evidence
Market mapping and persona file	20%	Customer segments, personas, competitor scan and opportunity sizing.
Value proposition and positioning work	20%	Value proposition canvas, differentiation and evidence of customer fit.
Business model and unit economics exercise	25%	Business model canvas, revenue logic, cost logic and basic metrics.
Go-to-market plan	25%	Target segment, early adopter strategy, channel plan, pricing and basic acquisition logic.
Presentation and viva	10%	Business model presentation and response to questions.

Teachers

The course teaching will be supplemented by entrepreneurs, marketing practitioners, incubator mentors, product managers, finance professionals, digital growth practitioners and industry experts to enhance the learning experience.

Mapping with the next suggestive course

The next suggestive course in the series is Entrepreneurial Communication and Investor Pitching. Having converted an opportunity into a tested solution and a market-facing venture model, the student will then move to communicate the venture logic credibly to customers, incubators, partners and potential investors.

Prospective Job Roles after a particular course

The student will be ready to pitch his or her product for financial and marketing options. Students may also be prepared for early roles such as startup business analyst, market research associate, business development trainee, go-to-market associate, founder office intern, incubation associate or digital growth trainee.

Essential Readings

- Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation. Wiley.
- Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). Value Proposition Design. Wiley.

Suggested Readings

- Maurya, A. (2012). Running Lean. O'Reilly Media.
- Kotler, P., Keller, K., & Chernev, A. (2022). Marketing Management. Pearson.
- Blank, S., & Dorf, B. (2012). The Startup Owner's Manual. K&S Ranch.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SEC-4: Entrepreneurial Communication and Investor Pitching	02	0	0	02	Class XII pass	Nil

Number of hours: 60 (P)

Course Description

This course develops entrepreneurial communication skills required to mobilize support for a venture from multiple stakeholders. It covers venture storytelling, pitch deck development, audience-specific communication, investor communication basics and live pitch presentation with Q&A. The course emphasizes persuasion grounded in venture logic, evidence, ethical accuracy and clarity rather than presentation style alone. Students learn to communicate with investors, customers, incubators, grant-making bodies, partners and internal stakeholders. They may use digital and AI-enabled tools to refine narratives, draft pitch materials and rehearse questions, while ensuring authenticity, factual accuracy and responsible representation of data.

Learning Objectives

Students should be able to:

- Understand the role of communication in entrepreneurship and venture development.
- Design clear, credible and evidence-based pitch decks.
- Communicate startup logic with confidence and clarity.
- Respond effectively to questions, objections and feedback.
- Adapt the pitch to investors, customers, incubators, partners, grant bodies and social-impact stakeholders.
- Use digital and AI-enabled tools responsibly for pitch preparation, storytelling, visual structuring and rehearsal.

Learning Outcomes

Students will be able to:

- Develop a venture story and structured pitch for different audiences.
- Create a pitch deck supported by market and business logic.
- Communicate with investors, customers, incubators and partners at an introductory level.
- Respond to questions and objections with clarity and confidence.
- Deliver a live pitch and Q&A performance.
- Demonstrate ethical accuracy in claims related to market size, traction, finance, impact and team capability.

SKILL ENHANCEMENT COURSE (SEC-4)

ENTREPRENEURIAL COMMUNICATION AND INVESTOR PITCHING

Main Course Structure with Activities in the classroom

Unit 1: Entrepreneurial Storytelling (15 hours)

Classroom Sessions

- Storytelling in entrepreneurship.
- Narrative framing for entrepreneurial storytelling.
- Communicating startup vision, founder narrative and brand story.
- Audience-specific framing: customer, investor, grant, partner and community narratives.
- Ethical storytelling: truthfulness, dignity, inclusion and avoidance of exaggeration.

Practical Sessions

- Startup story development and founder narrative exercise.
- Brand storytelling workshop.
- Stakeholder-specific message framing.
- Communication drills.
- AI-supported narrative draft followed by human editing, evidence check and authenticity review.

Suggested Case Studies

- Apple - Product storytelling and brand communication.
- Tesla - Vision-driven entrepreneurial communication.
- Airbnb - Founder story and community narrative.
- Paper Boat - Brand storytelling and emotional positioning.
- Nykaa - Founder-led brand communication.

Unit 2: Pitch Deck Development (15 hours)

Classroom Sessions

- Structure of a startup pitch.
- Components of a pitch deck.
- Problem, solution and value proposition articulation.
- Market size: TAM, SAM, SOM.
- Business traction, revenue model and introductory unit economics.
- Message flow, credibility and pitch logic.
- Visual clarity, data accuracy and responsible use of AI-generated slides or visuals.

Practical Sessions

- Pitch deck design and slide storytelling workshop.
- Market sizing exercise.
- Revenue logic presentation.
- Peer pitch review session.
- Executive summary drafting.
- Credibility audit of claims, sources and assumptions.

Suggested Case Studies

- Airbnb pitch deck.
- Buffer pitch deck.
- Shark Tank India selected pitch examples.
- Selected pitches by women entrepreneurs in startup platforms.
- Y Combinator-style demo day pitch examples.

Unit 3: Investor Communication and Resource Mobilization (15 hours)

Classroom Sessions

- Understanding investor expectations.
- Startup funding stages and investor types: angel investors, seed funds, venture capital, incubators, accelerators, grants and impact funds.
- Handling investor questions, term sheets, equity and dilution at an introductory level.
- Resource mobilization beyond equity: grants, bootstrapping, partnerships, revenue financing and incubation support.
- Responsible financial communication and limits of projection accuracy.

Practical Sessions

- Investor Q&A simulation.
- Negotiation role-play.
- Funding scenario / term-sheet familiarization exercise.
- Mock due-diligence question round.
- Resource mobilization map for the student venture.

Suggested Case Studies

- Flipkart - Fundraising and investor communication.
- Zomato - Scale narrative and funding journey.
- Ola - Investor communication during growth.
- Selected Shark Tank India investment discussions.
- Social enterprise grant pitch examples.

Unit 4: Pitch Presentation and Stakeholder Communication (15 hours)

Classroom Sessions

- Different pitch formats: elevator pitch, incubator pitch, grant pitch, customer pitch, partner pitch and investor pitch.
- Audience adaptation in entrepreneurial communication.
- Q&A handling and objection management.
- Feedback incorporation and pitch refinement.
- Presentation presence, clarity, brevity, evidence and listening skills.

Practical Sessions

- Elevator pitch exercise.
- Customer pitch simulation.
- Incubator/grant pitch simulation.
- Live pitch presentation.

- Q&A handling and feedback incorporation.
- Final pitch deck and oral pitch submission.

Suggested Case Studies

- Y Combinator demo day style pitches.
- Grant pitch examples from startup and social enterprise ecosystems.
- Incubator selection pitch examples.
- Shark Tank pitch analysis.
- Indian startup demo-day pitch examples.

Teaching Methodology

- **Interactive Classroom Sessions:** Classroom sessions should incorporate real-life examples, simulations, role-play, multimedia elements and short studio exercises to facilitate learning.
- **Group Discussions and Team-activities:** Group discussions during class, with students sharing their insights, experiences, field observations and ideas to enhance collective learning and promote critical thinking.
- **In-class Exercises:** Practical exercises and activities designed to reinforce the concepts and skills taught in the classroom sessions. These may include individual or group work, brainstorming sessions, problem-solving exercises, AI-supported search exercises and structured reflection.
- **Case-based Learning:** Suggested case studies to help students analyze and understand real-world entrepreneurial challenges and opportunities. Students will be encouraged to dissect the cases, propose solutions, and learn from the experiences of entrepreneurs from Indian and global contexts.
- **Project-Based Learning:** Projects, assignments and activities that apply entrepreneurship concepts to observable problems, local markets, campus contexts, community needs and digital opportunities.
- **Student Presentations:** The students will be encouraged to present their ideas, field findings, prototypes, business models and pitch decks in workshops and seminars.
- **Responsible Use of Digital and AI Tools:** Where relevant, students may use digital and AI-enabled tools for opportunity scanning, persona development, competitor mapping, prototype visualization, market research and communication, with due attention to accuracy, privacy, bias, transparency and ethical use.

Assessment Pattern (Continuous mode)

A combination of assignments, quizzes, presentations, field work, practical artefacts and project work will be used to evaluate students' understanding and their ability to apply entrepreneurial principles and practices effectively.

Component	Indicative Weightage	Expected Evidence
Venture story and communication brief	15%	Founder narrative, stakeholder message and ethical communication note.
Pitch deck	30%	Problem, solution, value proposition, market, business model, traction/validation and ask.
Investor/resource mobilization simulation	20%	Q&A, negotiation role-play and funding scenario response.
Live pitch presentation	25%	Pitch delivery, clarity, confidence, evidence and time discipline.
Peer feedback and reflective improvement note	10%	Revisions made after feedback and learning reflection.

Teachers

The course teaching will be supplemented by entrepreneurs, angel investors, incubator managers, communication coaches, pitch mentors, venture capital professionals, social enterprise leaders and industry experts to enhance the learning experience.

Mapping with the next suggestive course

The next suggestive course in the series will be a course on Financial and Legal Planning for Entrepreneurs. Having prepared and delivered a venture pitch, the student will then progress to understand financial planning, legal structures, compliance, intellectual property, contracts and venture governance.

Prospective Job Roles after a particular course

The student will be ready to pitch his or her business idea to investors for possible funding and take the prototype forward for product development. Students may also be prepared for early roles such as pitch associate, startup communication executive, founder office intern, incubation coordinator, business development trainee, grant proposal assistant or investor relations trainee.

Essential Readings

- Kawasaki, G. (2004). The Art of the Start. Portfolio.
- Reynolds, G. (2011). Presentation Zen. New Riders.

Suggested Readings

- Gallo, C. (2014). Talk Like TED. St. Martin's Press.
- Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). Value Proposition Design. Wiley.
- Miao, F., Shiohira, K., & Lao, N. (2024). AI Competency Framework for Students. UNESCO.

SKILL ENHANCEMENT COURSE (SEC) IN LIBRARY AND INFORMATION SCIENCE

“LIBRARY AND INFORMATION LITERACY SKILLS”

Under UGCF 2022

A CONCEPT NOTE & REVISED DRAFT PROPOSAL

Prepared & submitted by:

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Information today has become available in variety of formats. Electronic sources of information or e-resources have become more prevalent. Libraries and users all have to adapt to a new paradigm, to new methods for publishing, acquiring, providing access to, preserving and retrieving of information. The various advantages of electronic format of information also make it amenable to copy/ paste/edit and thereby tend to breach copyright laws also amounting to plagiarism. Students, researchers, academicians are required to be made aware about the skills of academic writing and thereby exhibit higher standards of research ethics and academic integrity.

Lakhs of e-books, thousands of scholarly journals, databases and repositories have large potential to widen the information base of academic and scientific fraternity and thereby increase the intellectual output of scientists, authors and researchers. Optimum utilisation of these e-resources procured by spending crores of rupees will also amount to better return on investment.

This paper will provide the students with an overall understanding of the types and characteristics of information sources, access mechanisms, and their use in academic & research writings by following ethical principles of academic integrity using all the necessary information literacy skills.

The practical classes are to be made essential part of the workload of the College Librarian, with maximum of 4 hours per week engagement.

SKILL ENHANCEMENT COURSE (SEC) IN LIBRARY AND INFORMATION SCIENCE

“LIBRARY AND INFORMATION LITERACY SKILLS”

1. Credit Distribution, Eligibility and Pre-Requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
Library and Information Literacy Skills (L&ILS)	2	0	0	2	12 th Pass	NIL

2. Learning Objectives

The Learning Objectives of this Course are as follows:

- To make students identify the availability of various kind of information resources and the method to use them.
- To make students understand fundamentals of Copyright Laws; Research Ethics; Academic Integrity and Prevention of Plagiarism.
- To make students understand different types of information search and retrieval techniques and structure of knowledge.
- To make students understand the skills of academic writing and different parameters of research metrics.

3. Learning Outcomes

The Learning Outcomes of this Course are as follows:

- Students can ascertain the specific types of information sources required for research and utilise them effectively to meet academic needs.
- Students will comprehend legal copyright obligations and ethical publishing standards to ensure high levels of academic integrity.
- Students will execute advanced search techniques to retrieve relevant data and categorise knowledge systematically under various subject domains.
- Students will draft quality academic literature and evaluate the worthiness of research papers based on standard bibliometric and research metrics.

4. Main Course Structure

The paper has been divided into four chapters with theory and practical components. This shall be covered in 60 hours of practical lab work. The detail syllabus is given below:

Unit 1: Information Sources and Open Educational Resources (12 hours)

Types and characteristics of Information Resources; E-Resources: E-Books, E-Journals, Databases- JSTOR, EBSCO, CREDO, Science Direct, ProQuest; OER: E-GyanKosh, e-PG Pathshala (INFLIBNET), Sugamya Pustakalaya, Shodhganga, National Digital Library of One India, DOAJ, MOOCs: SWAYAM, SWAYAM PRABHA; Subscribed Resources: e-Shodh Sindhu (e-SS) Nation Subscription (ONOS), DUeLibrary, Library Network Resources: INFLIBNET, DELNET.

Unit 2: Information Search and Retrieval Techniques (12 hours)

Basic Search and Advanced Search: Boolean Search, Proximity Search, Truncated Search, Phrase Search, Navigational Search, etc. Internet Searching and Metasearch Engines, OPAC Types, features and functions, DULS and College Library WEBOPAC: Organization of Knowledge in Libraries.

Unit 3: Ownership of Scholarly Content and Rights Infringement, Creative Commons, UGC Regulations on Promotion of Academic Integrity (12 hours)

Copyright Law and Scholarly Content: Authorship, Subject matter of Copyright Law, Fair Use & Infringement, Creative Commons Licenses: Types and Characteristics;

Academic Integrity and Avoiding Plagiarism, Publication Misconduct and Penalties:
Plagiarism Detection: Tools and Techniques; Predatory Publications.

Unit 4: Academic Visibility and Research Metrics (12 hours)

Author Profile on Research Platform Google Scholar, VIDWAN, SheRNI, ORCID, Research Metrics: Introduction and Types; Journal Metrics: Impact factor, Article Metrics: Altmetrics; Author Metrics: h-index, g-index, m-index, i10-index, Eigen factor metrics; Citation Databases: SCOPUS, Web of Science.

Unit 5: Artificial Intelligence in Information Literacy (12 hours)

Concept and role of AI, AI in digital library environment, AI-Based Information Searching: AI-powered search tools; Conversational and voice search; Personalized retrieval systems. AI Tools for Academic Support: AI tools for summarization, writing and referencing. Evaluation of AI-Generated Information: Accuracy, bias and verification of AI outputs. Ethical Use of AI. Role of Libraries in AI Literacy: User training and integration of AI tools in library services.

5. Teaching Methodology/Activities in the Classroom

This will comprise of instructions and hands-on laboratory work with activities in Computer Lab.

6. Assessment Pattern for each Unit/Practical

The total assessment shall carry **100 marks**, comprising **30 marks for continuous assessment**, **70 marks for the end-term practical examination (50 Lab + 20 Viva)**.

Note: The examination scheme, mode of examination, and evaluation scheme shall be notified by the University of Delhi from time to time.

7. Mapping with the next suggestive Course

Any course on Research Methodology could be the next suggested course.

8. Prospective Job Roles after a particular Course

The student shall be able to seek jobs in publishing industry, research support, content writing, and entry level jobs in Information Centres of academic and research

Institutions. The prospective employers are NITI Aayog, NASSDOC, TCS, TISS, NIScPR and other similar Institutions.

9. Suggested Readings:

- Anderson, C. B., & Fisher, D. H. (2025). *Artificial intelligence for academic libraries*. Routledge.
- Cassel, K. A. and Hiremath, U. (2009). *Reference and Information Services in the 20th century*, Neal-Schuman, New York.
- Foskett, D.J., (1967). *Information Service in Libraries*, 2nd ed., Archon Books, Connecticut.
- Gates, J.K. (1979). *Guide to the Use of Libraries and Information Sources*, McGraw-Hill, New York.
- Guha, B. (1978). *Documentation and Information*, World Press, Calcutta.
- James, J. (2003) *Introduction to Reference Work in the Digital Age*, Neal-Schuman, New York.
- Singh, G. (2013). *Information Sources, services and systems*. Delhi: PHI.
- Katz, W.A. (1982). *Introduction to Reference Work*, McGraw-Hill, New York.
- Katz, W. A. (1994). *Introduction to Reference Work: Reference Services and Reference Progress*, McGraw-Hill, New York.
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- Kumar, P.S.G (1983). *Fundamentals of Information Science*, S. Chand and Co., New Delhi.
- Kumar, P.S.G. (2004). *Information Sources and Services: Theory and Practice*, BR Publishing Corporation, New Delhi.
- Ranganathan, S. R. (1940). *Reference Service and Bibliography*, Madras Library Association, Madras.
- Ranganathan, S. R. (2006). *Reference Service*, Ess Ess Publishers, Delhi, 2006.
- Russell, S., & Norvig, P. (2020). *Artificial intelligence: A modern approach* (4th ed.). Pearson.
- Sheehy, E.P. (1976). *Guide to Reference Books*, 9th ed., American Library Association, Chicago.
- Shera, J. (1971). *Information resources*, Western Reserve University Press, Cleveland, Ohio.
- Shores, L. (1954). *Basic Reference Sources*, American Library Association, Chicago.
- Bell, S., S. (2012). *Librarian's Guide to Online Searching*, 3rd Ed., Oxford, Libraries Unlimited, 2012.
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- Loue, S. (2007). *Textbook of research ethics: Theory and practice*. Springer

Science & Business Media.

- Oliver, P. (2010). The student's guide to research ethics. McGraw-Hill Education (UK).
- Narayanan, P. (2004). Intellectual Property Right Law. Eastern Law House.
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- Wadehra, D. B. (2011). *Law relating to intellectual property*. Universal Law Publishing Co. Pvt. Ltd.
- Burke, M. (2004). Deterring plagiarism: A new role for librarians. *Library Philosophy and Practice*, 6(2), 1-9.
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- Semalty, A. (2021). Academic Writing. BS Publications. P. 455
- Machi, Lawrence A. & McEvoy, Brenda T. (2012). The Literature Review: six steps to success. Sage publication. P. 200
- Kothari, C.R. & Garg, Gaurav (2019). Research Methodology. New Age International Publishers. P.480.
- Busha, C.H. (1990). Research Methods in librarianship. Academic Press.
- Mangal, S.K. & Mangal, Shubhra (2015). Research Methodology in Behavioural Sciences. PHI Learning Private Limited. P. 740.
- Glassman, Nancy R. (2018). Citation Management Tools: A Practical Guide for Librarians. Rowman & Littlefield Publishers.
- Raubenheimer, Jacques (2014). Mendeley: Crowd-sourced reference and citation management in the information era. P. 350.
- Lee, Beth (2017). The ABCs of APA Style. Archway Publishing. P. 156.
- Manning, Daniel (2020). A Student-Friendly Guide to Referencing: Harvard Edition. Bloomsbury Academic. P. 184
- Garg, K.C. (2023). Introduction to Bibliometrics and Scientometrics. Ess Ess Publications. P. 262.
- Ingwersen, Peter (2012). Scientometric Indicators and Webometrics and the Poly Representation Principle Information Retrieval. P.106.
- Wani, Z.A. & Zainab, T. (2019). Scholarly Content and Its Evolution by Scientometric Indicators: Emerging Research and Opportunities. IGI Global. P. 201.
- Maurya, A. (2021). An Introduction to Scientometrics. Universal Academic Books Publishers & Distributors. P. 226.
- Balasubramanian, Senthilkumaran P. P. & Shanmugam, A.P. (2020). Emerging Trends in Bibliometrics Scientometrics and Altmetrics. Today & Tomorrows Printers and Publishers. P.300.
- Gingras, Y. (2016). Bibliometrics and Research Evaluation – Uses and Abuses. MIT Press Ltd. P. 136.