# दिल्ली विश्वविद्यालय
# UNIVERSITY OF DELHI

No. Acad.I/UGCF/Assessment/2026/760
Dated: 06.11.2026

## NOTIFICATION

**Subject: 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 w.e.f. academic session 2026-27.**

In accordance with Notification No. Acad.I/UGCF/Assessment/2026/492 dated 10.07.2026 and consequent upon revision of credits of Research work from 6 to 10 credits per semester, the revised 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 w.e.f. academic session 2026-27 under UGCF-2022 are hereby notified as "Annexure-I" for information of all concerned.

This is issued with the approval of the Competent Authority.

6/11/26
**REGISTRAR**

**Annexure-I**

## 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 writing 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 the chosen methods, ensuring alignment with objectives and hypotheses (if any). **Follow one of the below mentioned pathways (A/B/C/D/E) depending on the study type.**

3g) Limitations of the research

**Research Pathways:** Students have the 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, translation, systematic review) 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) Scientific and Related 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 (Law/Humanities):*

a. Clearly define the theoretical or legal issues being addressed..
b. Rely on primary sources (classical texts, statutes, judgments, treaties) and secondary sources (commentaries, scholarly writings).
c. Systematically interpret doctrines, principles, and precedents.
d. Examine theoretical or jurisdictional variations where relevant.
e. Critically assess gaps, limitations, and ambiguities in existing frameworks.
f. Suggest reforms, new interpretations, or theoretical advancements.

*RM (D) Translation / Language Research:*

a. Define the linguistic, cultural, or interpretive problem being addressed.
b. Specify and justify texts, authors, languages, or time periods chosen.
c. Adopt a theoretical framework (e.g., structuralist, postcolonial, hermeneutic, feminist).
d. Apply discourse, stylistic, or semiotic analysis for interpretation.
e. Ensure faithful use of texts, accurate translation samples, and proper citation.
f. Advance theory, improve translation practices, or highlight socio-cultural/ethical dimensions 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.

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) For translation or language research, the selection and justification of the corpus or texts should be finalized. Draft translation samples or initial textual or discourse analysis should be presented.

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 projects/ dissertations: 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 -

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

## Dissertation/ Academic Project Work Assessment Table

**Key Points to be assessed based on above mentioned parameter:**

**Total Credit- 10** **Marks per Credit- 40** **Total Marks- 400**

| Sl. No. | Assessment Parameters | Marks | Sub-division |
|---|---|---|---|
| 1 | **Identification of the research problem** | 30 | ● Potential contribution to existing knowledge or Novelty or Innovation in approach (20 marks)<br>● Contemporary relevance of the research / originality of the topic in terms of above mentioned research in the domain area. (10 marks) |
| 2 | **Review of Literature** | 50 | ● Use of appropriate databases (e.g., PubMed, Web of Science, Scopus) and relevance of search keywords/phrases (5 marks)<br>● Range and balance of primary and secondary sources, at least 50 sources (30 marks)<br>● Identification of the research gap emerging from the review (15 marks) |
| 3 | **Formulation of Research Design** | 170 | ● Statement of Problem (10 marks)<br>● Scope of Research (10 marks)<br>● Aims and Objectives (3–5 objectives) (20 marks)<br>● Research Questions (3–7 questions) (20 marks)<br>● Hypothesis and operationalisation (10 marks)<br>● Research Methodology from either of the one chosen A/B/C/D/E (90 marks)<br>● Limitations (10 Marks) |
| 4 | **Commencement of data collection, fieldwork, or equivalent activities** | 50 | Evidence of preliminary work or pilot results appropriate to research type (50 Marks)<br>● Empirical: 10–20% data collected, pilot-tested tools, preliminary tables/figures<br>● Scientific: At least one experiment/method standardized, preliminary results shown<br>● Doctrinal: Draft of ≥2 chapters, evaluated for clarity, coherence, critical foundation |

| | | | |
|---|---|---|---|
| | | | ● Translation/Language: Corpus/text selection finalized, draft translations or initial analysis presented<br>● Systematic Review/Meta-analysis: Search in 2–3 databases, PRISMA flowchart, pilot data extraction tables |
| **5** | **End-term assessment of Semester VII** | **100** | This will have the following steps<br>● Presentation of the research design, including objectives, methodology, scope, limitations, and tentative chapterisation; for projects/ field study - preliminary results or pilot data should be presented<br>- Assessment will emphasize upon clarity, accuracy, logical flow, and effective use of ICT. (50 Marks)<br>● 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. (50 Marks) 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.<br>-The student will have to defend and justify his/her choice of research methods, techniques and field (if any). |

## Research Monitoring and Assessment Guidelines

### 1. Planning and Topic Selection

a) All research topics/projects must be approved by the Advisory Committee of Research (ACR) / Subject Research Committee (SRC).

b) Every proposal should clearly define its objectives, scope, methodology, and expected outcomes.

c) 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

a) 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).

b) Supervisors/Mentors must ensure methodological rigour while allowing students independence in executing research.

**3. Tracking, Monitoring, and Quality Assurance**

a) Scholars must submit periodic progress reports to the department, duly signed by their supervisor. A student should **not** be asked to change the topic after 90 days passed from the commencement of Semester VII.

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 should 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, AI usage beyond acceptable limits, 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 Language (SL) into a Target Language (TL). The very term 'translation' derives from the Latin term '*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 intent.

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. Thus, translation emerges as a vital conduit that enables understanding of cultures, disseminates knowledge, and advances global dialogue.

Inclusion of translation in the Undergraduate Curriculum Framework (UGCF) 2022 not only advances the promotion of Indian Languages as per NEP 2020 but also equips students with essential linguistic, analytical, and intercultural skills.

Another purpose to introduce translation is to prepare students for academic research, professional fields like media, law, business, and technology, and contribute 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 (SL) text in any one of the 22 languages listed in the Eighth 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 or any other foreign languages which are being taught in the University of Delhi.

ii. Similarly, the target language (TL) for a student can be any one of the 22 languages listed in the Eighth Schedule of the Constitution of India. Apart from this, the TL 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 an 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 existing 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- 10; Total Marks- 400)**

**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 the choice of administratively and technically acceptable words
d) Justification for strange, coined or non-translatability 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** | 25 Marks | i. Work that has not been translated in the chosen TL<br>ii. Work that significantly contributes to the existing knowledge system. |
| 2 | **Rationale for the Selection of the Work/Document** | 40 Marks | i. Educational Impact and Originality<br>ii. Knowledge Contribution<br>iii. Need and Educational Value<br>iv. Multidisciplinary Approach and Skill Development<br>v. Creative Element and Ethical Dimensions |

| | | | |
|---|---|---|---|
| 3 | **Completion and Submission of 50 % Translation Work** | 180 Marks | i. Correctness, Clarity and Accuracy<br>ii. Tackling Cultural Barriers<br>iii. Consistency, Completeness and Style<br>iv. Equivalence<br>v. Terminology Management<br>vi. Creativity and Adaptation |
| 4 | **Identification, Explanation and Ways for Tackling of Problems in Translation** | 65 Marks | i. Cultural Barriers in Translation (General Introduction of the barriers)<br>ii. Problem of Equivalence (General problem faced by all translators)<br>iii. Knowledge of Ambiguity and Untranslability<br>iv. Emotional and Creative Elements<br>v. Maintaining Tone and Tenor |
| 5 | **End Term Assessment** | 45+45 = 90 Marks | a) <u>On spot Translation Exercise</u> (100-150 words- **45 marks**)<br>b) <u>Viva Voce</u> **(45 marks)**:<br>i. Significance of the work selected for translation<br>ii. Problems faced during translation and ways applied to tackle them<br>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 of their UG Programmes.

A student who wishes to pursue this track must have studied the foundations courses of entrepreneurship, viz. GE: Essentials of Entrepreneurship I and GE: Essentials of Entrepreneurship II (or in the alternative, study four Skill Enhancement Courses of entrepreneurship i.e. (i) Entrepreneurial Mindset and Opportunity Discovery (ii) Design Thinking and Venture Development (iii) Venture Business Design and Go-to-Market Strategy (iv) Entrepreneurial Communication and Investor Pitching.

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 expect / 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
- 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 : 10** **Marks per Credit : 40** **Total Marks: 400**

| Sl. No. | Assessment Parameters | Marks | Sub-division |
|---|---|---|---|
| 1 | **Idea Generation and Validation** | 30 | • Novelty and innovation in the idea, clear problem-solution fit (20 marks)<br>• Contemporary relevance, societal/market impact, and scalability potential (10 marks) |
| 2 | **Market Research and Customer Discovery** | 50 | • Appropriateness of tools/methods used (25 marks)<br>• Depth and relevance of data collected (15 marks)<br>• Evidence-based insights and identification of customer needs/gaps (10 marks) |
| 3 | **Finalizing the Business Idea** | 110 | - Problem Statement and Scope of the Venture (35 marks)<br>- Customer Segments & Target Market (35 marks)<br>- Marketing Channels and Strategy (10 marks)<br>- Key Resources and Partnerships (10 marks)<br>- Risk Analysis & Mitigation (10 marks)<br>- Limitations / Constraints (10 marks) |
| 4 | **Prototype Development / Minimum Viable Product** | 70 | • Demonstrated prototype /website/ App/ service /MVP (Minimum Viable Product) OR process standardization (30 marks) |

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|---|---|---|---|
| | **(MVP) and Business Model Refinement** | | • Testing/Optimization & customer feedback (25 marks)<br>• Documentation of design/prototype development (15 marks) |
| **5** | **Financial and Legal Planning** | **40** | • Prepare a basic financial plan, including a budget and revenue forecast. (20 marks)<br>• IP awareness and basic screening (patents/trademarks/designs) (10 marks)<br>• Ethical compliance (sustainability, fair trade, consumer safety, data protection) (10 marks) |
| **6** | **Pitch Preparation** | **30** | • Development of a pitch deck summarizing the business idea, market opportunity, prototype, and financials. |
| 7 | **End-term Assessment : Final Presentation and Review (Semester VII)** | **70** | • Presentation of business model (problem, solution, market analysis, financials, prototype status, limitations, next steps). Emphasis on clarity, logical flow, ICT use. (35 marks)<br>• Viva voce to evaluate student's understanding, originality, feasibility, scalability, financial planning, ethical compliance. (35 marks) |

## Entrepreneurship Monitoring and Assessment Guidelines

### 1. Planning and Idea Selection

- All entrepreneurial ideas / projects must be approved by the Advisory Committee of Entrepreneurship (ACE) / 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 an 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 inter[pretation 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