

# हंसराज महाविद्यालय

दिल्ली विश्वविद्यालय

महात्मा हंसराज मार्ग,

मलकागंज, दिल्ली - 110007

दूरभाष : 011-27667458, 27667747

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वेबसाइट : www.hansrajcollege.ac.in



# HANSRAJ COLLEGE

UNIVERSITY OF DELHI

Mahatma Hansraj Marg

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**NAAC ACCREDITED 'A++' GRADE COLLEGE**

**2024-25**

**IQAC centre :** Student Learning Centre, Hansraj College

**Centre Coordinator:** Dr. Pooja Arora

**Name of the course:** Entrepreneurship (SLC31)

**Course Convener :** Dr. Pooja Arora and Ms. Madhavi Moni K

**Course Coordinator:** Ms. Madhavi Moni K

**Student Coordinator:** Utkarsh Pandey & Arnav Singh

**Start Date:** 01.07.2025

**End Date:** 17.07.2025

**Duration:** 32 hours

**Number of Registered Participants:** 9

**Number of Participants who successfully finished the course:** 9

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**Entrepreneurship Course (SLC-31)**

This course introduces students to the core concepts of entrepreneurship, including idea generation, business model development, financing, team building, and startup execution.

Students will explore what it means to think entrepreneurially and learn the skills necessary to start and grow a new venture.

- 01 Understand the entrepreneurial mindset and process.
- 02 Develop, test, and validate business ideas.
- 03 Create and pitch a business model using tools like the Business Model Canvas.
- 04 Understand startup financing, marketing, and growth strategies.

**COURSE COORDINATORS:**  
MS. MADHAVI MONI

**RESOURCE PERSON:**  
AVNISH SHARMA

ENTREPRENEURSHIP: FROM IDEA TO IDEAL

## Summary of report (covering modules)

The Entrepreneurship Course, held from 1st July to 15th July 2024, aimed to give students a clear and practical understanding of how startups are created and how entrepreneurs think.

The sessions covered a wide range of topics, from coming up with innovative business ideas to understanding marketing, finance, MVP development, and the role of investors. The course helped bridge the gap between classroom knowledge and real-world

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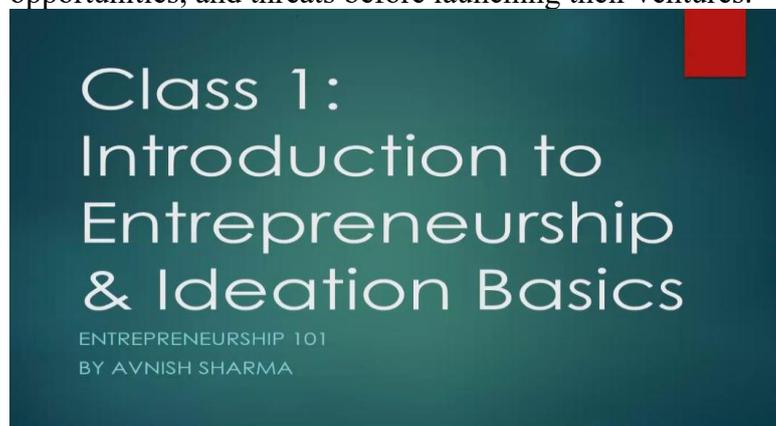
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applications. Through interactive lectures, discussions, and case studies, students developed the confidence to analyze business opportunities and gained exposure to the startup ecosystem. Overall, the program encouraged innovation, critical thinking, and problem-solving skills among participants. The main objective of the course was to provide an introductory yet comprehensive view of entrepreneurship. The course aimed to make students familiar with the journey of a startup—right from idea generation to execution, and finally to seeking funding. It also focused on improving analytical skills, decision-making abilities, and creativity among participants.

### Topics Covered

During the course, several important topics were covered in detail. Students first learned how to generate and evaluate startup ideas using tools like SWOT analysis. This helped them understand how entrepreneurs analyze strengths, weaknesses, opportunities, and threats before launching their ventures.



### *Opening session: Introduction to Entrepreneurship and Ideation Basics*

Entrepreneurship has become one of the most important areas of learning for students who wish to build their own ventures or work closely with startups in the future. With this vision, the Entrepreneurship Course was conducted over two weeks. The purpose was to help students not just learn theoretical concepts, but also to think practically like entrepreneurs. Each session was designed to introduce participants to different aspects of starting and running a business, while also inspiring them to consider entrepreneurship as a career path.

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### THE IDEA

- ▶ WHERE CAN YOU FIND THE IDEA ? (Identify the pain points)
- ▶ A) COLLEGE : Eg Restaurants, PYQ Database, Chota Dhobi App
- ▶ B) Outside College: Eg OYO founder Ritesh Aggarwal could not find an affordable hotel while travelling.
- ▶ C) Job in industry : Eg Policybazaar Yashish Dhaiya, Bharatpe Ashneer Grover, Zomato Deependar Goyal



### *Session on identifying startup ideas and finding opportunities*

Another major theme was marketing. Students were introduced to strategies for identifying target customers, building brand value, and promoting products in a competitive market. Special emphasis was placed on the Indian EdTech sector, which gave participants insights into an industry that has grown rapidly in recent years.

### B2B vs B2C GTM Strategy

Feature	B2B (Business to Business)	B2C (Business to Consumer)
🎯 Target	Few large clients	Many small users
📄 Approach	Relationship-driven, consultative sales	Mass outreach, emotional appeal
📡 Channels	LinkedIn, Email, Direct Sales, Events	Instagram, Influencers, YouTube, SEO
📞 Sales Cycle	Longer (weeks/months)	Shorter (minutes/hours)
📄 Focus	Product features, ROI, efficiency	Experience, brand, convenience
🏷️ Pricing	High-value, subscription or contract	Freemium, per use, low-ticket

### *Lecture on differences between B2B and B2C Go-To-Market strategies*

Finance was also an essential part of the course. Students explored unit economics and learned how businesses manage costs and revenues to stay profitable. The sessions on startup valuation explained how investors estimate the worth of a company, which was an eye-opening concept for many.

The role of incubators and accelerators was explained, highlighting how these organizations help early-stage startups with resources, mentorship, and networking.

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Students also learned about funding stages, from seed funding to venture capital, and how investors make decisions before investing in a startup.

An important concept introduced during the course was the **Minimum Viable Product (MVP)**. Students understood how building a simple version of a product with only its core features allows entrepreneurs to test their idea in the market at minimum cost. By gathering user feedback early, entrepreneurs can refine and improve the product step by step. This approach reduces risk and increases the chances of success.

The teaching style of the course was interactive and student-friendly. Instead of relying only on lectures, the sessions included real-life examples, case studies, and open discussions where students could freely share their views. Group activities and Q&A sessions kept participants engaged, while assignments encouraged them to apply what they learned. This made the course not only informative but also practical.

### Following students registered for the course:

S.No	Email ID	Name	Phone
1	farkhundaimam@gmail.com	Farkhunda Imam	9871281224
2	shauryameh@gmail.com	Shaurya Mehrotra	7838144371
3	kumartanushreya21@gmail.com	Tanushreya Kumar	8810915710
4	palmegha045@gmail.com	Megha	7678500451
5	hellosaksham23@gmail.com	Saksham Bansal	6395942053
6	mukherjeemedha220905@gmail.com	Medha Mukherjee	9917444854
7	yash@infotechmicro.com	Yash Aggarwal	9873507007
8	rahulbidhan2244@gmail.com	Rahul	9812676180
9	hridayesim@gmail.com	Simran Kaur Bhatia	9254170140

### **Attendance**

The course was conducted from 1st July to 15th July 2024, and attendance was recorded for every session. A copy of the attendance sheet has been attached along with this report as supporting evidence.

- <https://docs.google.com/spreadsheets/d/1LMDuCetRuHOdSTIKHzjVc-dy5f1mSl-m/edit?usp=drivesdk&oid=101714852796503610530&rtpof=true&sd=true>

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### Outcomes of the Course

The Entrepreneurship Course had several positive outcomes. Students were able to clearly understand how startups operate and what challenges entrepreneurs face. The exposure to real-world examples made concepts more relatable and easier to grasp. Many students expressed interest in exploring entrepreneurship further, either by working on their own ideas or by joining startup-related activities in the college. The course also helped participants develop skills like problem-solving, creative thinking, and teamwork, which are useful in any career path.



- *Showcasing innovation: A student presenting her entrepreneurial idea*

### Conclusion

The Entrepreneurship Course turned out to be an enriching and highly engaging experience for all participants. Over the span of two weeks, the sessions successfully combined theory with practice, giving students exposure to the actual challenges and opportunities faced by entrepreneurs.

The biggest strength of the course was the way it connected **classroom learning with real-world startup practices**. From learning how to generate and validate ideas to understanding funding stages and investor decision-making, students gained insights that are rarely covered in a regular curriculum. The inclusion of practical examples such as Meesho's growth journey, case studies from the Indian EdTech sector, and the student-led pitch deck presentations made the sessions lively and easy to relate to.

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Another highlight was the introduction of the **Minimum Viable Product (MVP)** concept, which encouraged students to think realistically about how ideas can be tested in the market with minimum investment. This not only gave participants a new perspective on entrepreneurship but also showed them how to reduce risks while building innovative solutions.

The course also had a broader impact beyond academics. It inspired students to think like problem-solvers, to identify gaps in society and markets, and to approach challenges with a creative mindset. It fostered qualities such as teamwork, leadership, and critical analysis, which are valuable in any career path.

Overall, the Entrepreneurship Course achieved its objective of **nurturing entrepreneurial spirit among students**. It laid a foundation for participants to further explore innovation, take part in startup competitions, or even pursue their own ventures in the future. With the combined efforts of the teacher coordinator and student coordinators, the program not only expanded knowledge but also created motivation and confidence among learners.

The success of this course shows that when students are given the right guidance and environment, they can develop the skills and mindset required to become future entrepreneurs and leaders.