

Erasmus+ Programme
Capacity Building in Higher Education



Co-designing Learning for Impact-Focused Entrepreneurship (Co-LIFE)

(01 Jan '24 to 31 Dec '26)

Detailed Course Outline

October 2025



Document Information

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Co-LIFE Project

The state of the environment and the economy require altering the way we approach business transactions (cf. the UN Sustainable Development Goals). Innovative sustainable interventions addressing social inequality and environmental degradation are required to create employment opportunities for sustainable growth. The Co-LIFE project aims to produce innovative educational measures in impact-focused entrepreneurship (IFE) in four (4) Indian HEIs. Project partner institutions in Europe and India have come together to co-develop educational content (course curriculum), learning materials, and novel innovative pedagogics to advance IFE-based education in India. This educational collaboration between Indian and EU-based HEIs (including students as co-developers) involves creating a tight stakeholder ecosystem in India and between India and the EU. The proposal involves local companies, non-academic organizations, and relevant stakeholders bringing innovative added value for social inclusion. This will produce positive social, economic, and environmental results through knowledge-sharing. Through close collaboration between HEIs, companies, and associations, e. g. via impact-focused entrepreneurship activities, the Co-LIFE project will create change in communities, in the short and long term. India needs sustainable interventions to exploit their demographics and vibrant ecosystem for entrepreneurial growth. The goal is Erasmus+ CBHE goals. Additionally, enhancing intercultural relations between the EU and India among HEIs, students, teaching staff, and local businesses and associations is an objective. HEIs and the ecosystem created in the project will benefit from exchanging best practices in learning and teaching methods and practical ideas towards employment and sustainable development in their respective areas.



Detailed Course Outline

A. Course Title:

Impact-Focused Entrepreneurship

B. Course Code:

XXX

C. Course Credits / Number of Hours:

Sl. No.	Component	ECTs	Hours
1	Online Lectures	2	50-60
2	Workshops	2	50-60
3	Project Work	2	50-60
	Total	6	150-180

D. Duration:

8 Weeks

E. Timeline:

Week	Component	Mode	Pilot 1	Pilot 2
-1, -2	Preparatory Readings	Individually		
-1	Online Preparatory Sessions	Online	20/1/25	TBD
1	Workshop Week 1: Kick-off, Cultural visits,	In-person	Jan 26th, 2025 to Feb 1st, 2025 at Goa, India	Jan 27th , 2026 to

	Intercultural and team-building workshops, Introductory Lectures, IFE Field-Visits			Feb 1st , 2026 at Jaipur, India
2-7	Lectures, Workshops, Project work, in between presentation	Online	Tuesday 11.00-13.00 13.30-15.30 Thursday 11.00-13.00 13.30-17.30	TBD
8	Workshop 2: Cultural visits, Project Presentations Preparation, Presentations, Closing	In-person	Mar 23, 2025 to Mar 29, 2025 at Mumbai, India	Mar 22, 2026 Mar 28, 2026 at Delhi

F. Prerequisites

- Proficiency in English speaking, reading and writing
- Basic research skills
- Familiarity with tools – MSOffice, Canva

G. Eligibility Criteria

Students currently enrolled in Master/Doctoral programs in the partner HEI

H. Course Description

Impact-focused entrepreneurship is characterized by ventures that aim to achieve positive social, environmental, and economic impacts. Unlike traditional entrepreneurship, which prioritizes financial returns, impact-focused entrepreneurs are driven by the desire to tackle grand societal challenges such as growing inequality and poverty, access to education and healthcare, climate change, and biodiversity loss. These ventures often align their purpose with the seventeen Sustainable Development Goals (SDGs) as put forth by the United Nations, with business models that seek to provide sustainable and scalable solutions to pressing developmental concerns. Success in impact-focused entrepreneurship is measured by financial performance and impact metrics, including reduced carbon emissions, improved education, enhanced health, and economic empowerment of marginalized groups, demonstrating a holistic approach to value creation.

This course on impact-focused entrepreneurship is designed jointly by the partner institutions from India and Europe for a diverse group of students from India, Finland, Belgium, and Denmark, focusing on developing sustainable solutions to global challenges with a strong emphasis on social, environmental, and economic impacts. Developed under the Erasmus+ Co-LIFE project, the course embodies the project's co-design and capacity-building approach. It provides learners with hands-on opportunities to address real-world sustainability challenges using collaborative and intercultural methods. The course uses blended pedagogy combining in-person and online components, enabling participants from India and the EU to engage with social enterprises, local businesses, and development-focused organizations. Through Co-LIFE's partner ecosystem, students explore live case studies in areas of sustainability and circular economy. The course includes an initial in-person week in India to foster connections, followed by online learning and a final in-person week, again in India for presentations and networking.

I. Course Objectives:

- a. Understand the principles of impact-focused entrepreneurship in a given context and how it differs from business and social entrepreneurship.
- b. Identify and analyze grand societal challenges, including poverty, healthcare, and climate change using project-linked case examples.

- c. Develop sustainable and scalable solutions to address pressing developmental concerns aligned with the United Nations' seventeen Sustainable Development Goals (SDGs).
- d. Measure success using both financial and non-financial impact metrics contextualized to live cases with Co-LIFE partner organizations.
- e. Collaborate with a diverse group of international students to foster connections and share perspectives on global challenges.
- f. Engage in intercultural collaboration and professional networking opportunities through the Co-LIFE consortium.

J. Learning Outcomes:

At the end of the course, a learner:

- a. Can collaborate and co-create within intercultural and interdisciplinary teams
- b. Can identify the social, cultural, economic, and legal aspects of the IFE in the given context
- c. Can understand concepts related to sustainability concepts and apply principles of sustainability relevant to the case.
- d. Can comprehend the essentials of impact-focused entrepreneurship and identify opportunities for addressing global challenges in a given context
- e. Can identify, analyze, and engage with stakeholders within the ecosystem
- f. Can apply design thinking and service design to add value to impact-focused enterprises
- g. Can apply the relevant business model framework to the given case
- h. Can assess the social, environmental, and ecological impact of the given case

K. Course Structure

The course is divided into seven modules. The seventh module on IFE in practice cuts across all the other modules and culminates with the presentation of case studies by the students.

Module No	Module Name	Description
1	Understanding Context	Overview of the Social, Cultural, Economic, and Legal/ Regulatory Perspectives on IFE in India. This module will also cover issues in the areas of education, health, and waste management in textiles.
2	Introduction to Sustainability	Introduction to concepts related to Sustainability (CSR, ESG, SDGs), planet impact, and circular economy with specific reference to India
3	Ecosystem and Stakeholder Analysis	Introduction to concepts and tools to recognize opportunities, analyze the ecosystem, stakeholder engagement, value creation, and value chain analysis.
4	Designing, and communicating IFE	Using Design Thinking / Service Design methodology, and tools for IFE
5	Strategy	Organization/Entrepreneurship Strategy - Analyze Business Model / Difference between impact focused Entrepreneurship & other Business org Innovation / Entrepreneurial finance/ Product Management / Project Management etc.)
6	Measuring Impact	How to measure the social, economic, and environmental impact of IFEs
7	IFE in Practice	Applying the knowledge, skills, and attitude to a real-life case

L. Pedagogy

The course adopts the Learning by Developing (LbD) as its pedagogy. In this approach, learning is seen as a tool for facilitating the achievement of new competencies needed in working life. Students learn by working with others on

projects connected to real-life situations. LbD integrates different kinds of knowledge and learning components in a professional context. The resulting outcomes are individual and group learning. Students act as co-developers of learning materials and work collaboratively on live cases sourced from Co-LIFE project partners.

The teaching methodology integrates design thinking, service design, and reflective practice to develop entrepreneurial mindsets attuned to social and environmental sustainability. There will be (a) In-person Sessions focussing on introductory lectures, team-building activities, and networking along with field/company visits, (b) Online Lectures and Workshops for preparation, core content, and practical skills, (c) Group Projects with IFEs in India for students, (d) Interactive Webinars with guest speakers and Q&A sessions. The format aims to provide a rich, engaging experience, balancing the need for intensive online learning with the benefits of in-person interaction to kick-off and wrap-up the course, fostering a sense of community and collaboration among the international participants.

M. Assessment and Evaluation:

Sl.No.	Component	Weightage
1	Individual Assignments and Quizzes based on lectures, readings, and case studies.	30%
2	Group Projects and Presentations (45%) including peer evaluation (15%)	50%
3	Attendance, Participation, and Engagement based on active involvement in discussions and workshops	20%

N. Detailed Session Plan

Introduction & Preparatory							
Session No	Schedule	Topic	Description	No of Hours	Mode	Prework/ Submission	Anchor/ Facilitator
-	Week (-2)	Preparatory Reading	Preliminary readings shared with the learners on the course	-	Self-study	Note on learning expectations from the course. (Individual)	TBD
1	Week (-2)	Introduction and Course Overview	<p>The session introduces the course and its learning objectives to the participants.</p> <p>Introduction of participants, facilitators, and coordinators.</p> <p>Formation of Learner Groups</p>	1.5	Online / Facilitator led	The groups can meet separately to learn about each other;	TBD

2	Week (-1)	Introduction to Sustainability	Overview of concepts related to Sustainability (CSR, ESG, SDGs) and planet impact	1.5	Online / Facilitator led	NA	TBD
3	Week (-1)	About Impact-Focused Entrepreneurship	Introduces the idea of Impact-Focused Entrepreneurship for tackling global challenges. Allocation of the case studies to learning groups	1.5	Online / Facilitator led	A note on the allocated case study by each group	TBD
4	Week (-1)	Traveling to India	Instructions for traveling to Goa/India for Workshop 1	1.5	Online / Facilitator led	Each group can be asked to come prepared with an introductory presentation about themselves and their case study	TBD
	Total of Contact Hours			6			

Module 1: Understanding Context							
Session No	Schedule	Topic	Description	No of Hours	Mode	Prework/ Submission	Facilitator
5-6	Week 1	Inauguration and Session on Ice-Breaking	The formal inauguration of the Course and ice-breaking session	3	Offline / In-person	NA	TBD
7-8	Week 1	Inter-Cultural Workshops	A workshop to learn about culture in different contexts and how it shapes organizations and individual behavior	3	Offline / In-person	NA	TBD
9-10	Week 1	Team building workshop / Hands-on Service Design Approach	A team building workshop that makes learners familiar with design thinking / service design tools	3	Offline / In-person	NA	TBD
11	Week 1	Understanding India as a Context for	Overview of the Socio-Economic, and Cultural Context	1.5	Offline / In-person	Pre-readings (1)	TBD

		IFEs (Lecture)	giving an overview of the diversity and implications for IFEs				
12-13	Week 1	IFEs in India: Panel Discussion with representatives from specific areas of intervention	The panel discussion can be to introduce the specific areas of the identified case studies - waste management in textile, education, and health among others.	1.5	Offline / In-person	Summary Notes by Each Group	TBD
	Week 1	Field / Site Visits	Visits to different (2-3) locations in Goa for experiential learning experience to understand the context and functioning of IFEs in India; Followed by a debriefing session for	?	Offline / In-person		TBD

			cross-team learning				
14-15	Week 1	Debrief / Wrap-up and Plan for the Next Steps	Reflections and Debrief	3	Offline / In-person		TBD
	Total of Contact Hours (excluding site visits)			18			

Module 2: Introduction to Sustainability							
Session No	Schedule	Topic	Description	No of Hours	Mode	Prework/ Submission	Facilitator
16	Week 2	Introduction to Sustainability	Introduction to circular economy principles, and basics of sustainable development for designing sustainability solutions.	1.5	Online	Pre-reading (1)	TBD
17	Week 2	Sustainability in India as a Context for IFEs	Legal/ Regulatory Perspectives on Sustainability (CSR, & ESG) with implications	1.5	Online	Pre-reading (1)	TBD

			for IFE in India.				
-	Week 2	Group Work	Groups examine the topics covered in this module in the context of the given case study		Online	Group Submission	TBD
	Total of Contact Hours (excluding group work)			3			

Module 3: Value Creation							
Session No	Schedule	Topic	Description	No of Hours	Mode	Prework/ Submission	Facilitator
19	Week 3	Ecosystem and Stakeholder Analysis	Application of concepts and tools for Mapping the Ecosystem and Stakeholder Analysis, with specific reference to the case study in India	1.5	Online / Facilitated	Pre-reading (1) and Hand-outs	TBD
20	Week 3	Value Creation	Applications of concepts and tools for recognizing	1.5	Online /	Pre-reading (1) and Hand-outs	TBD

			opportunities, value creation, and value/supply chain analysis		Facilitated			
-	Week 3	Group Work	Groups examine the topics covered in this module in the context of the given case study		Online	Group Submission	TBD	
	Total of Contact Hours (excluding group work)			3				

Module 4: Service Design							
Session No	Schedule	Topic	Description	No of Hours	Mode	Prework/ Submission	Facilitator
21-23	Week 4	Designing and Communicating IFE	Application of Design Thinking tools and / Service Design Methodology to the given case study	4.5	Online/ Facilitated	Pre-readings (2) and Handouts	TBD
-		Group Work	Groups examine the topics		Group Work	Group Submission	TBD

			covered in this module in the context of the given case study. This may include interviewing people from the selected organization				
	Total of Contact Hours (excluding group work)			4.5			

Module 5: Strategy and Project Management							
Session No	Schedule	Topic	Description	No of Hours	Mode	Prework/ Submission	Facilitator
24	Week 5	Strategy	Introduction to Strategy for IFEs, including business models	1.5	Online/Facilitated	Pre-readings (2) and Handouts	TBD
25-26	Week 5	Project Management	An overview of Product Management / Project Management for IFEs	3	Online/Facilitated	Pre-readings (2) and Handouts	TBD

	Week 5	Group Work	Groups examine the topics covered in this module in the context of the given case study. This may include interviewing people from the selected organization		Group Work	Group Submission	TBD
	Total of Contact Hours (excluding group work)			4.5			

Module 6: Measuring Impact							
Session No	Schedule	Topic	Description	No of Hours	Mode	Prework/ Submission	Facilitator
27	Week 6	Measuring Impact	Assessing the social, economic, and environmental impact of IFEs	1.5	Online/Facilitated	Pre-Reading (1)	TBD
28	Week 6	Group Work	Groups examine the topics covered in this module in the		Group Work	Group Submission	TBD

			context of the given case study. This may include interviewing people from the selected organization				
	Total of Contact Hours (excluding group work)			1.5			

Presentations and Wrap-Up

Session No	Schedule	Topic	Description	No of Hours	Mode	Prework/ Submission	Facilitator
28-30	Week 7	IFE in practice	Preliminary and final presentation of the case studies	4.5	Offline / Facilitated	Group Presentation/ Peer Evaluation	TBD
31	Week 7	Reflections and Debriefing	Participants share their reflections and learning, including feedback for the next pilot	1.5	Offline / Facilitated	Individual Reflection/ Learning Report	TBD

32	Week 7	Wrap-up	Valedictory	1.5	Offline / Facilitated		TBD
	Total of Contact Hours (excluding group work)			7.5			
	Total Contact Hours (excluding group work)			48			

O. Suggested Reading Lists and Other Resources:

1. Understanding Context
2. Impact-Focused Entrepreneurship
3. Sustainability, Circular Economy
4. Service Design
 - a. Thinking and Doing
 - b. Space and Service Design toolkit
5. Measuring Impact

P. Course Guidelines

- Attendance is mandatory for all in-person and online sessions. Active participation in both the initial and final in-person weeks is crucial.
- If you must miss a session, notify the instructor in advance and provide a valid reason.
- Active participation in discussions, group activities, and online forums is required. Contributions should be respectful, constructive, and relevant to course topics.
- Collaboration with a diverse group of international students is encouraged to foster connections and share perspectives.
- All students are expected to uphold the highest standards of academic integrity. Cheating, fabrication, and any form of academic dishonesty will not be tolerated and may result in disciplinary action.

- Properly cite all sources and work independently unless group work is explicitly allowed.
- Plagiarism is strictly prohibited. This includes copying someone else's work, using unauthorized assistance, and failing to cite sources appropriately. Any instances of plagiarism will result in a failing grade for the assignment and may lead to further disciplinary actions.
- The use of AI tools is permitted for research and enhancing understanding, but not for completing assignments or projects directly. All AI-assisted work must be clearly acknowledged. Misuse of AI tools to produce plagiarized or non-original work will be considered a violation of academic integrity.
- Assignments are due by the specified deadlines. Late submissions will incur a penalty. Extensions may be granted in exceptional circumstances if requested in advance.
- All course-related communication will be conducted via [specified platform, e.g., email, learning management system]. Check your [specified platform] regularly for updates and announcements. Students must have access to a reliable internet connection and the necessary technology to participate in online sessions.
- By adhering to these policies, students will be well-equipped to achieve the course objectives and contribute effectively to the learning environment.

Q. Alignment with Erasmus+ and Project Goals

This course directly contributes to the Erasmus+ CBHE objectives by enhancing institutional capacity in curriculum co-design, promoting EU–India cooperation, and embedding sustainability and impact measurement in entrepreneurship education. It represents a tangible outcome of Deliverable 2.4 within the Co-LIFE project, offering a replicable model for transnational curriculum development in the global South.