

Project Implementation
on
Go-to-Market Strategy for
Shera Startup

Submitted To

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Submission Date: 24 December 2025

Letter of Transmittal

To

Dr. Mohammad Reyad Hossain

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Subject: Project Submission - “Go-to-Market Strategy for Shera Startup”

Dear Sir,

I am happy to present the project report, called Go-to-Market Strategy of Shera Startup, in the course of the course requirements in the Department of Innovation and Entrepreneurship.

This project is completed aiming to not only study but also to design an entire marketing plan of a proposed platform. The platform will be piloted in Daffodil international university (DIU) and it specializes in assets management and startups enablement among students. In the report, there is an extensive analysis of the business concept, market niche, business purpose, target, competition, strategy, business model, financial plan, risks, and economic and social impact estimation. In the process of assembling this report, I have merged theoretical knowledge acquired during the course with practical information acquired within the Bangladeshi business startup ecosystem, which has led to a well-constructed and contextually applicable business proposal according to market trends and national entrepreneurship objectives.

I would like to thank you for the guidance and support that you have given me throughout the course and which has been a great help in the successful completion of this project.

Thank you for your time and consideration.

Yours sincerely,

Souptik Saha

ID: 0242220004111020

Department of Innovation and Entrepreneurship

Declaration

Herewith, I respectfully declare that the project report titled 'Go-to-Market Strategy for Shera Startup' is entirely my own work and has been completed under the guidance and supervision of Dr. Mohammad Reyad Hossain, Assistant Professor in the Department of Innovation and Entrepreneurship at Daffodil International University.

Moreover, I declare that this report has not been presented, either partially or completely, to any other university or institution for the conferment of any degree, diploma, or academic qualification. All the sources of information and data utilized in this report have been properly acknowledged and referenced in compliance with the APA 7th edition referencing style. This project has been undertaken as part of the academic requirement for the course in the Department of Innovation and Entrepreneurship, Daffodil International University.



Souptik Saha

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Certificate of Approval

Hereby, I certify that the student Souptik Saha, ID: 0242220004111020, has submitted project report titled "Go-to-Market Strategy for Shera Startup," that has been written under my supervision and guidance and is therefore presented as partial fulfillment of the requirements for the course offered by the Department of Innovation and Entrepreneurship, Daffodil International University.

This project is a student's original work. As far as I know, the contents of this report have not been presented, either in whole or part, to any other university or institution for the award of any degree or diploma. The project shows adequate rigor of the academic level, theoretical foundation and practical applicability to the real context of Bangladeshi startup and entrepreneurship ecosystem.

I recommend that the project report should be accepted for evaluation.



Dr. Mohammad Reyad Hossain

Assistant Professor

Department of Innovation and Entrepreneurship

Daffodil International University

Acknowledgment

I am truly grateful to Dr. Mohammad Reyad Hossain, Assistant Professor, the Department of Innovation and Entrepreneurship, Daffodil International University, for his exceptional guidance, constructive criticism, and unwavering support during the whole time I was working on this project report “Go-to-Market Strategy for Shera Startup.” His brilliant comments and the academic mentorship were the base of determining the course, structure, and the search depth of this paper.

Moreover, I owe the Department of Innovation and Entrepreneurship, Daffodil International University, my thanks for creating an academic atmosphere that stimulates the generation of new ideas, the exercise of critical thinking, and the implementation of entrepreneurial concepts through practice. The reading materials, lectures, and discussions were the major contributors to the setup of the theoretical framework of this project.

I will also mention the useful government reports, academic journals, and industry publications which were the sources of the materials used in this research - especially the resources from Startup Bangladesh Limited, the ICT Division, and other sources- for supplying the airy secondary data and market understanding for this research.

At last, I would like to thank my classmates, fellow students, and family members for their support and encouragement throughout the process of this project completion. The motivation and help they offered were crucial to the successful accomplishment of this academic endeavor.

Abstract

This project report is a thorough and elaborate critique of the go to market (GTM) strategy of Shera Startup, a proposed student friendly asset management and startup enablement platform that is envisioned to spur the spirit of entrepreneurship within the university environment in Bangladesh. It is initially pilot-tested in the Daffodil International University (DIU) and is expected to positively transform the lives of students by collaborating with co-founder matchmaking, investor connectivity, expertise advisory, consultation booking, and virtual business decision-making in a single digital environment. The study examines some of the major challenges facing student entrepreneurs including inadequate access to funding, inadequate access to mentoring, issues in team development and absence of real business experience. To fill in such gaps, the proposed platform will enable the students to assume the role of decision-makers in topics such as pricing, marketing, production, finance, and human resources by a business simulation module thus demonstrating to them how such decisions will impact the aspects of profitability, market share, and customer satisfaction in a risk-free context. The report applies the prism of the entrepreneurship theories and market analysis tools to investigate the opportunities of the platform, its target market, competition, and growth opportunities. In addition, it is supported by secondary data of government-supported programs, such as Startup Bangladesh Limited and the ICT Division, as well as the visible shifts in the Bangladeshi startup economy, which all collide with the need in the market. The three core components of the GTM strategy are a freemium pricing model, a digital-first distribution strategy and an approach of embedding pilots in the university. The results show that the suggested platform can generate economic and social value through encouraging student entrepreneurship, enhancing the rate of survival of the start-ups, and leading to the long-term innovation-based growth of Bangladesh. The project concludes that Shera Startup stands a chance to grow into a scalable national platform that helps in closing the gap between academic learning and the real-life entrepreneurial practice.

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Chapter 1: Introduction & Rationale

1.1 Brief Description of the Proposed Business Idea

The business proposal is an asset management and entrepreneurship website; primarily student-centred, in an attempt to support the university startup ecosystem. The first tested platform at Daffodil International University (DIU) combines the management of financial resources and intellectual resources, as well as management of mentoring, matching co-founders, finding investors, and using business simulation tools. The site is supposed to be a centralized, technologically-focused service which reduces the entry barrier to student entrepreneurs, and facilitates structured startup creation within an academic environment. The main characteristics of the platform are:

Co-Founder Matchmaking - Students have the ability to match with the right co-founders with complementary skills, interests, academic backgrounds and entrepreneurial interests to form balanced and competent startup teams.

Access to the Investors - The platform will allow verified investors to screen and invest in startups led by the students, with the ability to be transparent, build trust, and be able to fund at the early stage.

Expert Advice - Students have access to strategic, technical and management advice by means of booking consultation sessions with experienced mentors and faculty members as well as industry people.

Consultation Booking - Students have the option of booking paid or free consultation time with professionals, which gives them a structured, flexible, and time-efficient availability to professional advice and experts to control their availability.

Business Simulation Module - Students engage in business strategic decision-making in pricing, marketing, production, finance, and human resources. These choices are then simulated to show their effect on profits, market share, operational efficiency, and customer

satisfaction to enable students learn the skills of making real decisions in a risk-free setting. The vision is to expand the platform to a larger scale not only to DIU but to other students at other universities and ultimately to the common citizen, establishing a national digital enterprise of entrepreneurial learning, investment, mentoring, and sustainable start-ups development.

1.2 Why This Business? (Motivation, Relevance, Social/Economic Value)

This business idea can be explained by the increased necessity of organized assistance to student entrepreneurs in Bangladesh: **Knowledge to Practice:** There are a lot of students with innovative ideas but with no experience of the real-world in the field of financial management, strategic planning, and business operations. The platform offers practical, simulated learning and advised decision-making allowing the student to experiment with business plans, risk-return trade-offs, and educate based on results without endangering capital. **Supporting Investment at the Early Stage:** Availability of vetted investors will enable the students to convert ideas into funded projects to create a culture of entrepreneurship at the university level. It is also a structured investment environment that enhances transparency, trust and accountability between the investors and the students. **Mentorship and Networking:** The linking students with mentors, faculty, industry, and prospective co-founders will encourage collaboration, exchange of knowledge, and networking, which can dramatically increase the chances of success and survival of start-ups.

Economic Value

Favoring student-led startups through the platform assists Bangladesh to generate jobs, boost economic activity through innovation, and generate a skilled and skills-centric workforce in the start-up economy that is emerging in Bangladesh.

Social Value

The platform democratizes access to investment, mentorship, and business experience and making sure that students with different academic, financial, and social backgrounds can take part in the entrepreneurship on the same level.

All in all, the platform manages to solve the two-fold problem of the knowledge gap and accessibility of funding and mentoring to student entrepreneurs, establishing it as a knowledge facilitator and economical initiator of the startup economy in the country.

1.3 The Market Gap

The startup ecosystem in Bangladesh has grown rapidly but still, several issues remain that affect student entrepreneurs:

Co-Founders and Teams Access is Limited-

It is a common difficulty for students to find partners who have the right skills, interests, and commitment and this leads to weak teams and failure of the startup at the very early stage.

Mentorship is Not Enough-

The current sports incubations and entrepreneurship programs only give infrequent support in terms of mentors to a small number of students and the majority of the students are left completely without any support in matters such as strategy, finance, legal compliance, and market validation.

Investment Opportunities are Available but are Not Accessible-

Funding Options at the early-stage are very limited and students do not have any organized, open, and trusted ways to reach out to potential investors who would be interested in and willing to support student-led ventures.

There are Few Practical Learning Tools-

Students do not enjoy access to risk-free environments where they can take strategic business decisions and watch clearly simulated consequences relating to profit, growth, and operational efficiency.

The platform that has been suggested offers all the above-mentioned issues a rainbow through the provision of a fantastic digital and integrated solution that encompasses matchmaking, mentoring, investment facilitation, and business simulation onboarding in one ecosystem. In this manner, it not only draws the support of university-level entrepreneurship but also facilitates the students to become entrepreneurs with competence, confidence, and financial literacy who can thrive in real-world business scenarios.

Chapter 2. Objectives of the Project

2.1 To design a comprehensive go-to-market (GTM) strategy for the proposed business

The proposed business is a platform for asset management and startup ecosystem which will be primarily aimed at students and Daffodil International University (DIU) as the first step in the target market. The go-to-market (GTM) strategy is carefully crafted to facilitate the entrance into the market, to maximize the adoption of the technology in the very beginning and to gain strong engagement among the student community.

Target Market (Pilot Phase):

The platform's main audience consists of several important stakeholders in the university ecosystem. The students of DIU who are interested in startups, entrepreneurship, investing, and skill development will form the main user group comprising individuals who are looking for opportunities to learn, experiment, and develop their entrepreneurial skills. Moreover, student entrepreneurs constitute another important population since they are constantly seeking partners, seed investments, and advice of professionals to bring their ideas to life by undergoing a process of transforming them into thriving enterprises. Additionally, the platform also hosts university-related professionals, mentors, as well as early-stage investors that offer strategic support, guidance, and funding and as such create a network that does not just improve the ecosystem of startups but also promotes cooperation between the students and the industry practitioners.

Value Proposition:

The site is a one-stop solution to student entrepreneurs, as they are guaranteed the full package, which includes team formation, funding, mentoring, and learning on the job. The key characteristics and benefits are the following:

Co-Founder Matchmaking: The students will be in position to find the right co-founders

depending on their competence, interests, and objectives. This will lead to the formation of strong and well-balanced startup teams.

Pitching and Investment Opportunities: The students will have the opportunity to present their ideas and get connected to trustworthy investors, thereby making the process of obtaining seed funding and gaining practical knowledge about getting money easier.

Mentorship from Verified Experts: The students are benefited from receiving the most credible and practical advice as they are allowed to choose guidance from teachers, alumni, and professional teams.

Consultation Booking: They provide consultation slots both for free and for a fee, thus giving the students the option to have flexible, customized, one-on-one support from veteran mentors.

Business Simulation Tools: The students will be engaging in risk-free simulations of business decision-making and will not be using actual resources. They will be experimenting with finance, marketing, operations, and HR and will be gaining hands-on experience without risking real resources.

Reduced-Risk Learning: Students can explore business scenarios by pretending, thus testing the strategy, and learning from their mistakes, and improving their decision-making skills in a safe manner.

Early Exposure to Asset and Startup Management: The platform gives students a taste of handling money and managing a startup, which are some of the real-world challenges that an entrepreneur will face after leaving the classroom.

All these capabilities help in the creation of a complete ecosystem that will help in spawning the student ideas, reduce the possibility of failures at initial stages, and be in the process of generating the type of entrepreneurs that will succeed in the long term.

Service Offering

The platform has developed a wide list of capabilities and applications that are intended to support student entrepreneurs throughout the life cycle of their startups. The major features comprise:

Co- Founder Matchmaking System: The system assists students to get partners with comparable skills, interests, and entrepreneurial interests therefore guaranteeing that well balanced and robust startup teams will be formed.

Investor-Startup Connection Module: This module will enable students and confirmed investors to chat directly to each other that does not only afford them an opportunity to finance at the initial stages, but also exposes the students to real-life pitching and negotiating.

Expert Booking and Consultation Feature: This feature will enable the students to book appointments with professors, alumni, and industry experts hence offer them personal guidance and advice on strategic, operational and financial decision making.

Simulation Engine: The engine ensures that all the important aspects of business such as pricing, marketing, production, finance, and human resource choices are put up for test and the engine provides the students with a risk-free world to practice decision making which is similar to the real world. **Asset Management Advisory:** In this case, student led businesses are assisted in the good management of the financial and intellectual assets hence are able to make informed decisions and sustain their growth. **Integrated Learning and Practical Experience:** This is achieved by incorporating mentorship, availability of funds, team work, and simulation based practice which allows the provision of overall training on entrepreneurship which minimizes the possibility of failure and it also instills knowledge on solving business problems in the real world.

This integrated approach does not only provide the students with the theoretical knowledge but also the required hands-on experience thus developing the skills and confidence necessary for them to be able to launch and run successful startups.

Pricing Strategy

The revenue model of the platform is such that it will bring in money without limiting student access. The use of a freemium model will mean that the students will get to use the basic features free of charge, which would be a very good way to make them get acquainted with the platform and gain some experience without having to pay. The students who want to use more advanced features can be offered through paid premium plans enhanced business simulations, exclusive expert consultation sessions, and visibility to more investors. The

platform will also have commission-based revenues coming from successful investments through the platform and from expert bookings which will mark up the entire platform to be attractive and scalable, where the income is linked with the performance of both the students and the mentors.

Distribution Channels

The marketing and outreach strategy of the platform make use of both on-campus and digital channels in order to effectively target their audience. University startup clubs and entrepreneurship cells are going to play a major role in getting the students who are most interested in the innovation and entrepreneurship areas involved. The DIU events, seminars, and workshops are going to be the places where the platform will do live demonstrations, awareness campaigns, and direct interactions with potential users. Moreover, the platform will rely on campus ambassadors and student representatives to facilitate adoption by peer-to-peer contact and referral through word-of-mouth. Besides, the digital channels including the web app, website, and mobile app will provide uninterrupted access, updates, and be the main interface for the students, mentors, and investors, thus combining the offline and online strategies to get the maximum possible reach and engagement.

Promotion Strategy

The promotional strategy of the platform is largely based on the combination of various digital and on-campus events to ensure maximum visibility and usage. The activities on campus will gradually create an interest among students through awareness campaigns about the platform and subsequently the trial usage will be encouraged. Events like workshops on startup building and business simulations will be conducted to provide hands-on learning experiences, making students capable of understanding the practical aspects of entrepreneurship, and at the same time, the platform will reveal its potential to the students. Posting and advertising on social media aimed at DIU students will be done in parallel with offline activities to draw even larger audiences through the channels they are most active on, this will increase engagement and result in more sign-ups. Moreover, the cooperation of the faculty members and the startup mentors will not only help in legitimizing the platform but also make it easier for experts to get involved, besides that it will connect the students with the seasoned professionals thus creating an environment for entrepreneurial growth that is

supported by the ecosystem.

2.2 To validate the business idea with market insights

The business idea is strongly supported by current market trends and student needs.

Market Demand Insights

The student entrepreneurship and the startup culture in Bangladesh are attracting more and more attention, which is a clear sign of the country's innovation and enterprise development that is widening. This zeal is present nevertheless, students are always at a distance from the fundamental resources that are very crucial for them such as, reliable co-founders, early-stage financiers, and Jeremie-an environment in which they can practice their business skills through testing their ideas. Although universities such as Daffodil International University (DIU) are thus seen as active laboratories for starting up and carrying out innovative things, they still remain without the powerful online platform that can unite in one place and provide digital access to, for example, mentorship, investment, co-founder matchmaking, and hands-on learning. The lack of a comprehensive platform that can help student entrepreneurs to smoothly transition from knowledge to practice while at the same time connecting and building an entrepreneurial community full of resources has been made clear.

Problem–Solution Fit

Problem: Students have ideas but lack guidance, funding, and real-world exposure

Solution: The platform connects students with co-founders, investors, and experts while allowing them to test decisions through simulations

Competitive Advantage

The platform stands out from the classic asset management firms by directing its attention mainly to students. This means that the development, education, and entrepreneurial accomplishment of the students are more important than the traditional financial returns. It also brings business simulation tool integration which is a feature that very few local platforms can boast about and it allows students to take strategic decisions while not putting

their money at risk and to see the results of their actions. Moreover, the university-based pilot project offers a laboratory-like environment for testing the platform allowing fast feedback, continuous improvements, and feature refinement before enlarging the audience thus ensuring both the effectiveness and relevance towards student users.

Pilot Market Validation (DIU)

The platform advantages come from a student population being high in numbers with a variety of academic backgrounds, which gives a very big pool of potential users with different skills, interests, and ideas for entrepreneurship. If all this is linked with a university startup-friendly culture and the very high digital usage by students, then these factors make an ideal setting for testing and improving the platform. The pilot period at DIU gives the company a chance to collect important user data, feedback, and performance metrics which will make the company able to do iterative improvements and also make the platform well-optimized before the community gets to use it.

2.3 To identify sustainable growth pathways

The long-term growth strategy focuses on scalability, diversification and ecosystem expansion.

Phase 1: University Expansion

The long-term growth strategy of the platform is centered on the transition from DIU to other universities, both private and public, thus increasing its footprint and student entrepreneurial ecosystem influence. It looks to establish collaborations with university entrepreneurship centers to make use of the available networks, resources and mentorship programs, so that they can be integrated effortlessly and their credibility heightened at the same time.

Moreover, the platform intends to create inter-university startup contests that would allow students from several institutions to work together, compete, and get noticed, while at the same time promoting innovation, friendly rivalry, and chances to network with students from other universities.

Phase 2: Public Market Entry

The platform during its later stage, intends to provide non-students, who are entrepreneurs, with access, thus widening its user base and supporting the entire university community as well as other entrepreneurs. Additionally, it will create an entire suite of SME-specific asset management tools that will help smaller and mid-size enterprises in the areas of financial and intellectual assets by providing customized solutions. Moreover, the platform will make available the most modern investor dashboards which will come with great analytics, portfolio tracking, and decision-making tools that will help to draw in and support investors, thus reinforcing the whole investment and mentorship ecosystem.

Revenue Sustainability

To make the platform economically viable and at the same time give users value, it has come up with a revenue strategy. The primary method of income will be through subscription to

premium features which will give users the access to high-level simulations, expert consultations, and investors.

Commissions on investments made and bookings for consultations with experts will be the other source of revenue linked to the measured success or outcomes of the platform. Further, the platform will seek corporate sponsorships and partnerships, which will lead to opportunities for collaborations among brands and institutional support. Moreover, the platform's full impact will be spread and its revenue drawn from the learning experience offered to the universities and other organizations through the producing of tailored simulations.

Technology-Driven Growth

The use of state-of-the-art technology is part of the strategy for the development of the platform. An AI-based matching system will allow for the students to be connected to the right co-founders and investors who are complementary in skill, interest, and goal, thus making the team formation process and the investment outcome more effective. The improvements in simulation with the use of data will be always in the context of the most likely, or in other words, real market and strategic challenge situation. Furthermore, the platform will offer personalized learning and decision-making insights, which will guide students in their understanding of the impact of their choices and will help them in acquiring the most important entrepreneurial skills over time through tailored guidance.

Ecosystem Development

The platform's goal is to build a lively and committed community made up of mentors, investors, and student founders. It is going to be one of the best ecosystems for collaboration, knowledge sharing, and networking. Through the promotion of reinvestment by the successful student startups, the platform will then be able to sustain growth, and provide funding for the new ventures as well as learning and entrepreneurial success to receive reinforcement in a cycle. Eventually, the platform will consider itself as a long-term partner in the students' career and asset growth, supporting the professional development as well as the financial literacy, and creating a value that lasts for everyone involved in the entrepreneurial ecosystem.

Chapter 3. Business Concept Development

3.1 Service Description

The proposed business operates as a digital asset management and startup ecosystem platform designed specifically for students. Unlike traditional asset management companies that focus solely on financial portfolios, this platform manages intellectual, financial, and entrepreneurial assets of students by enabling informed decision-making, collaboration, and investment readiness.

The core products and services include:

Co-Founder Matchmaking System:

An organized matchmaking system which enables students to acquire possible co-founders depending on complementary talents, educational background, pursuits, and entrepreneurial objectives.

Investor-Startup Connectivity

An investor friendly environment where trusted investors can identify startups led by students, review their proposals and invest in a promising business or business idea.

Expert Advisory and Mentorship Services

Students are able to schedule time-based consultation with the industry professionals, faculty members and seasoned entrepreneurs in the fields of finance, marketing, operations, technology, and human resources.

Business Simulation Module

A simulation program where the user can use a few clicks to make strategic choices concerning pricing, marketing, production, finance, and human resources. The simulation illustrates the effect of such decisions on profitability, market share, customer satisfaction, and business in general.

Learning and Performance analytics

Information-based feedback dashboard to enable students to learn the implications of their actions and enhance entrepreneurial and financial literacy. The platform shall first be used in the DIU ecosystem and subsequently be extended to other universities and the masses.

3.2 Unique Value Proposition (UVP)

The value proposition that the proposed business offers is unique because it will combine education, asset management, and entrepreneurship in one platform, which is specifically targeted at students.

The platform offers:

1. Risk-free entrepreneurial learning through simulation-based decision-making
2. Early access to investment opportunities for student startups
3. Affordable and structured mentorship tailored to student needs
4. A trusted university-embedded ecosystem that reduces uncertainty and information asymmetry

Taking the ideas of asset management and applying them together with practical entrepreneurial tools, the platform helps students to learn, put their ideas into practice and test them before they invest their real money. This minimizes the risk of failure of a startup and maximizes the efficiency of capital to students and investors.

3.3 Core Competency Compared to the Competitors

The suggested platform stands out of the existent solutions in a number of ways:

Student-First Focus:

The majority of assets management companies and investment platforms are aimed at professionals or high-net-worth individuals. Conversely, this platform is geared towards students only and the prices, affordability, and learning options are also in line with their financial and level of experience.

Integrated Ecosystem Approach:

This business is a co-founder discovery, investment facilitation, expert guidance, and business simulation all in the same ecosystem unlike standalone incubators, mentorship platforms, or financial apps.

Simulation-Driven Decision Support:

The feature of a business simulation module is unique to the platform by enabling the user to test out their strategic choices and get to learn about real-world implications without the need to lose funds.

University-Embedded Trust Model:

Introducing the platform to DIU will create institutions legitimacy, decreasing entry obstacles, and developing a trustworthy atmosphere among students, experts, and investors.

Scalable and Data-Driven Design:

The online character of the platform enables a scaling of the platform between universities and user groups as well as the use of data analytics to constantly enhance the user experience and outcomes.

Chapter 4. Target Market & Customer Segmentation

4.1 Definition of Customer Personas

The suggested platform has various user segments in a university startup ecosystem. According to the business model, the following are the important customer personas.

1. Student Entrepreneurs (Primary Persona - Pilot Phase)

These include undergraduate and graduate students of DIU who are interested in launching a business or already operating on preliminary startup ideas. They can be devoid of co-founders, money and practical business experience. This group represents the core user base during the pilot phase.

2. Aspiring Student Founders (Secondary Persona)

This segment includes students who are curious about entrepreneurship but have not yet launched a startup. They are highly interested in learning, experimenting, and understanding risks before committing time or money. The business simulation feature is particularly relevant for this group.

3. Early-Stage Investors

This group includes angel investors, alumni investors, and small-scale investors who are interested in discovering promising student-led startups at an early stage. They use the platform to identify investment opportunities within a structured and university-verified environment.

4. Industry Experts and Mentors

These are professionals from fields such as finance, marketing, technology, legal services, and operations. They join the platform to provide paid advisory services, mentorship, and strategic guidance to students through booked consultation slots.

4.2 Analysis of Customer Needs, Behaviors, and Purchasing Power

Student Entrepreneurs and Aspiring Founders

Students necessitate co-founder discovery, mentorship, funding access, and risk-free learning environments very much. Many student ventures end up being non-starters because of wrong price setting, poor marketing, financial, team-related reasons among others. The simulation tool is a remedy to these problems as it permits students to explore and choose which decisions-making ways to go for pricing, marketing, production, finance and human resources before actually making them in real life.

In their behavior, students tend to be very digital-oriented and they are also online platform users. However, they are also sensitive to prices as most of the students have very little disposable income. Thus, their power to purchase is rather low, which means availability of freemium access, reasonably priced subscriptions, and institutional support is vital for adopting the service.

Investors

Investors want to see a systematic deal flow, trustworthy startups sorted out, and to have access to founders who are willing to work hard. The behavior of investors is cautious with respect to risks, and they lean towards the platforms that allow for the least difference in knowledge among them. While students are still in the process of getting their hands dirty, investors already have higher purchasing and investing capacity thus making them the source of revenue for the platform through commissions or premium access.

Experts and Mentors

Experts want to get their knowledge paid for, have flexible, non-committal engagement, and to be connected with serious founders through reputable platforms. For them buying power is not a limitation but rather their participation depends on the factors of reputation, time efficiency, and the potential to earn.

4.3 Evidence of Demand (Survey, Interview, Secondary Data)

The need for the new platform can be validated by means of secondary data, and the observable trends in the Bangladeshi university startup ecosystem. The reports from government-supported projects like Startup Bangladesh and the ICT Division are saying that youth entrepreneurship and innovation at an early stage are being given more and more attention. The universities such as DIU are already running incubation centers, innovation labs, and entrepreneurship-oriented programs, which are clear indicators of strong student participation in startup activities.

Moreover, the number of startup competitions, hackathons, and pitch events organized by the students at DIU is increasing, which points to the demand for continuous mentorship, structured funding access, and practical decision-making tools that are still not met. The existing incubation programs usually have very limited slots, and they offer only short-term support, therefore, a lot of students are left without access to long-term guidance.

The global trend in the popularity of online learning platforms and business simulation tools also indicates the market for simulation-based entrepreneurial learning. The proposed platform integrates these aspects into one ecosystem and thus, the market demand during the pilot phase and thereafter is strongly justified.

Chapter 5. Market Research & Competitive Analysis

The proposed platform sits at the intersection of student entrepreneurship support, asset management, and digital business simulation. Understanding market dynamics, competitors, and opportunities is crucial for designing a successful go-to-market strategy.

5.1 Industry Trends and Market Size

Rapid Growth of the Startup Ecosystem in Bangladesh:

As per Startup Bangladesh Limited and the ICT Division, the total number of active startups in Bangladesh now exceeds 1,200 and early-stage financing has almost reached USD 1 billion (The Business Standard, 2025). The participation of university students in hackathons, pitch competitions, and incubation programs is a clear indication of the growing entrepreneurial culture.

Government Support for Youth Entrepreneurship:

Startup Bangladesh Limited and iDEA, in their case, are not only offering the financial support but also mentoring and incubation support with the focus on the youth-led innovation (Startup Bangladesh Limited, 2025; iDEA, n.d.). This can be said to comply with a national policy, which is to build digital skills and entrepreneurship among students.

Increasing the use of Digital Learning tools and Simulations:

Experiential learning platforms and simulation of business are gaining increased popularity in the academic and professional worlds across the world. The students are not only demanding interactive and technology-oriented tools that will aid them in learning the theory, but this need also forces the market to offer simulation-based entrepreneurial education.

Market Size:

University Student Segment in Bangladesh: Bangladesh has a number of 3.5 million students enrolled in the university. universities, DIU has about 20,000 students. The target audience to

the pilot is initially the students of DIU, then other universities and, eventually, to the general population. Digital Learning Market: The edtech market in Bangladesh is expanding at a rate of more than 15 percent CAGR, which is a good sign of a high demand in digital tools and simulation-based learning systems. Potential Investors and Mentors: Bangladesh has more than 2,000 registered angel investors and venture capital firms which are a point of partnerships to be funded.

5.2 Competitor Mapping and Benchmarking

Competitor Type	Key Features	Strengths	Weaknesses	Comparison with Proposed Platform
Asset Management Companies	Portfolio management, investment advisory, mutual funds	Financial expertise, established reputation	Focus solely on financial assets; no student or entrepreneurial focus	Our platform offers financial literacy, startup simulation, and co-founder matching for students.
University Incubators	Mentorship, workshops, short-term incubation	Academic credibility, structured programs	Limited slots, often short-term, no online platform	Our platform offers digital support, mentorship, and real-time entrepreneurial simulation.
Government Programs	Funding, mentorship, incubation, networking	Credible, government-backed, financial support	Restricted to selected startups, competitive access	Our platform initially targets DIU students, offering guidance and early-stage investment access.
Edtech / Online Learning Platforms	Online courses, skills training	Global content, flexible learning	No mentorship, no co-founder network, no investment access	Our platform blends learning, mentorship, networking, and simulation for student startups.

Indirect Competitors:

- Social media and networking groups (Facebook, LinkedIn) offering informal mentorship
- Freelance consultancy services providing paid guidance

Benchmarking Insights:

The majority of competitors presently in the market would be concentrating on separate facets of entrepreneurship e.g. mentoring, funding, or learning, but seldom combine all three features in one platform. Also, existing platforms frequently do not have simulation based experiential learning which is a benefit. exclusive advantage to the business concept since students would be able to experiment with decisions and strategies without risking their lives. Although the initiatives sponsored by the government are a credible and supportive tool, their capacity remains limited, which poses a great unmet demand, and the platform could fill this gap by providing a holistic, scalable, and technology-driven platform to student entrepreneurs.

5.3 Identifying Market Entry Opportunities and Threats

Opportunities:

1. Unmet University Market: A vast majority of students lack access to well-organized mentorship, co-founder matchmaking, or investor referral which presents a definite market gap.
2. Government Support: The connection to the programs like Startup Bangladesh Limited or IDEA will open up funding, partnership, and credibility opportunities.
3. Digital Adoption: Greater internet penetration and smartphone adoption among students will make it simple to adopt the platform.
4. Increasing Acceptance of Edtech: Students are becoming adept with online learning, which gives them a willing customer base to consider simulation-based learning tools.

Threats:

1. Risk of Unofficial Networks: There are threats of informal networks that can diminish using the platform, unless differentiated, through social media groups, peer mentoring or local incubators.
2. Regulatory and Compliance Risk: Investment facilitation will involve compliance with the regulations of Bangladesh Bank and SEC, and it can be a problem on the legal level.
3. Possibility of User Interaction: Insufficient Gamification or Rewards: The students may not necessarily use the platform unless they are gamified or rewarded in a material way.
4. Risk of Technology: System failure or wrong simulation may impact credibility and trust of the user.

Chapter 6. Go-to-Market Strategy Design

6.1 Positioning & Branding

This suggested platform will be marketed as a Student Asset Management and Startup Intelligence Platform instead of a conventional financial asset management company. This stance has been strategized in such a way that does not give a feel of high financial risk and complexity that may deter student involvement.

The brand will emphasize:

- Learning before investing
- Risk-free decision testing
- Student empowerment through data and mentorship

In the pilot phase, the platform will be branded as a university-supported ecosystem, highlighting its association with DIU. This institutional relationship increases credibility, trust and perceived legitimacy. The brand image will be formal but friendly with emphasis to innovation, teamwork and development. The visual identity, message, and tone of communication will be structured in such a way that it appeals to digitally active students of the university, still being professional enough to attract investors and professionals.

6.2 Marketing & Sales Channels

The sales and marketing plan will be based on a multi-channel approach, where digital outreach will be used along with the campus-based one.

Online Channels:

The main marketing channels in the pilot stage will be the digital platform. These comprise social media sites like Facebook, Linked In and Instagram where students are extremely active. The website and mobile interface of the platform will be the primary channel of distribution of the services like co-founder matchmaking, business simulations, and expert consultations.

Offline Channels:

On-campus marketing will be very important during the DIU pilot.

This includes:

1. Bootcamps and workshops Startups
2. New student orientation programmes.
3. Standee placements, flyers and posters.
4. There are live demonstrations of the business simulation feature.

Partnerships: The acquisition of users will be aided by strategic alliances with DIU departments, incubation centers, entrepreneurship clubs and alumni networks. The partnership with university officials will also allow formal communication via the university channels, which will make it reach more people and gain credibility.

Distribution Model: The platform shall be offered in the form of a digital service, which shall be availed online via web and mobile applications. This guarantees low operational cost, scaling, and accessibility of the students.

6.3 Pricing Strategy

Given that the students are price sensitive, the platform will be using the freemium pricing strategy in the first pilot stage. Basic founder matching and restricted business simulation will be provided as free features to the users. The availed subscription plans will be very affordable and offer expensive features like high-quality simulations, in-depth performance analytics, and expert consultations. It is a way to lower the barrier to entry of students, and revenue can also be generated by high-engagement users through this approach. The price model that will be imposed on the investors will include the commission-based fee on the successful investments that the platform has assisted to leverage.

The experts will work under a revenue-sharing scheme in which the platform takes a portion of the

consultation fees as its share. When the platform is open to the public, it will use the value-based pricing method for advanced asset management and advisory services.

6.4 Customer Acquisition Strategy

The customer acquisition strategy is aimed at creating the DIU ecosystem's early adoption, trust, and network effects.

Advertising:

The targeted digital advertising on social media channels will set a focus on students interested in startup, finance, and entrepreneurship. The message will underline the unique merit of making business decisions without a fear of losing money.

Promotions: Among the promotion activities to attract the first-timers will include free trials, simulating competitions, and start-up competitions. Furthermore, users who will be given premium access will be few at the time of the launch and offered to early adopters in the pilot phase.

Influencer Marketing: Student bodies, campus enterprise, and alumni founders of startup will be invited as micro-influencers in the platform promotion. The establishment of trust and during the impact of peers will be based on their stories of success and their recommendations.

Referral Programs: The acquisition model will be based on referral, giving the students a chance to get rewards when they refer their peers to the platform. The referral incentives may take the form of extended simulation or decrease in professional consultations.

Chapter 7. Business Model & Revenue Streams

7.1 Business Model Canvas

Business Model Canvas (BMC) offers a systematic depiction of the way the suggested platform generates, presents, and obtains value.

Key Partners:

The main partners are DIU authorities, university incubation centers, entrepreneurs by the alumni, professional investors, industry experts and technology service providers. The institutional partnerships guarantee legitimacy whereas the involvement of experts and investors guarantees value to the platform

Key Activities:

Such core activities are platform development and platform maintenance, matchmaking of co-founders, investment- start up matchmaking, expert scheduling, business simulation design, data analysis, and user management.

Key Resources:

The key assets include the digital platform, business simulation models which are proprietary, student and investor databases, expert networks and institutional credibility acquired due to DIU affiliation.

Value Propositions:

To the students, the platform provides risk-free learning by simulating, having access to the co-founders, mentorship, and funding facilities. It offers early access to curated student startups to the investor. To the professionals, it presents commercialization with the use of structured advisory services.

Customer Relationships:

Self-service digital tools, personalized recommendations, mentorship sessions, and constant platform interaction of receiving notifications and performance feedback are all used to maintain customer relationships.

Channels:

The platform will be provided using web and mobile application, university communication channels, social media and in-campus advertisements.

Customer Segments:

The main consumers will be DIU students who are interested in entrepreneurship and finance. Secondary segments involve shareholders, advisors and professionals. The targeted audience in later stages will be the general population and initial stage entrepreneurs.

Cost Structure:

The key expenses are platform development cost, server and maintenance cost, marketing cost, expert onboarding cost, administrative cost, and cost of compliance.

Revenue Streams:

The revenue is earned on the basis of subscriptions, commissions in terms of facilitating investments, expert consultation fees, and premium access to simulations.

7.2 Revenue Generation Methods

The platform has been diversified in revenue to be able to sustain itself financially but at the same time affordable to the students.

Subscription Fees: The basic features are free to students, whereas premium features, which include advanced business simulations, complex analytics, and more extended matchmaking are offered at low costs through monthly or semester-based subscriptions.

Commission on Investments: Successful investments that the platform will have to facilitate between investors and student startups will be charged a small percentage commission. This is the alignment of platform revenue and success of startups.

Expert Consultation Fees: Specialists will provide consultancy services. The platform will not only keep a service fee but will also share the rest of the income with the experts, which will be a win-win scenario.

Enterprise and Institutional licensing (Future): At later stages, the business simulation tool can be licensed by universities and training institutions to be used academically and in training.

Data Driven Insights (Long-Term): Data-driven market intelligence can be released to institutional actors, and policymakers, but in an anonymous and aggregate form, without breaching ethical or regulatory standards.

7.3 Scalability Potential

The business model offered proposes is very scalable because it is digital-first in design and has a modular service design.

Geographical Scalability: Once the validation is successful at DIU, the platform can be increased to other universities in Bangladesh and ultimately to the general population. There is a minimum level of physical infrastructure to be used, which enables quick geographic expansion.

Customer Segment Expansion: Although originally aimed at students, the platform may be used subsequently by early-stage entrepreneurs, SMEs, and retail investors, and the covered market will be considerably extended.

Product Scalability: Other simulation modules can be created on the specific industry like fintech, e-commerce, and manufacturing. Non-student users can also be introduced to the use of advanced asset management tools.

Network Effects: The more students, investors, and experts become a part of the platform, the higher its value is. This generates network effects, which are very strong and the platform becomes more attractive as time goes by.

Chapter 8. Financial Plan

8.1 Initial Startup Cost Estimation (Bangladesh Context)

The initial expenditures will not be high since the platform is mainly digital and was initially aimed at the DIU students.

Cost Category	Estimated Cost (BDT)
Platform Development	150,000
Legal & Compliance	30,000
Marketing & Promotion	50,000
Operations & HR	50,000
Total	280,000

Explanation:

Platform Development: The costs entail the design, code, and launch of the digital platform including features such as matchmaking of co-founders, expert guidance booking and business simulation.

Legal & Compliance: Company registration, licenses and legal consultations costs.

Marketing & Promotion: The primary marketing efforts include the initial campaigns targeting the DIU students to use the platform.

Operations & HR: A small team of people to run the operations and help with the pilot phase will be paid salaries.

8.2 Revenue Forecast for 3-5 Years

The revenues will increase in phases, beginning with the pilot stage of DIU students and further on general population. The primary modes of revenue will be subscriptions, investment commissions and expert advice premium sessions.

Year	Projected Revenue (BDT)
Year 1	500,000
Year 2	1,500,000
Year 3	2,500,000
Year 4	4,000,000
Year 5	12,000,000

Explanation:

Years 1-2: Revenue is also largely obtained through pilot subscriptions and participation by initial investors.

Year 3-5: Growing past DIU will enhance subscriptions, commissions, and expert session, which will increase revenues.

8.3 Break-even Analysis

Parameter	Value (BDT)
Total Fixed Costs	280,000
Average Revenue per User	5,000
Estimated Number of Users to Break Even	56

Explanation:

A break-even point will be achieved when a number of 56 paying users (or that amount of revenue through multiple streams) have subscribed to the platform. Early adoption incentives can be used to accomplish this sooner.

8.4 Funding Sources

The sources of funding to be considered in order to facilitate the initial development and growth would include:

1. Investors: Seed capital can be granted by investors as equity in exchange of their angels or student-oriented funds.
2. Grants: University or entrepreneurship start-up grants.
3. Loans: When small business requires it, loans are provided by banks or other financial institutions.
4. Self-financing: The initial team will inject money to finance initial platform and operation costs.

Explanation: Bringing these sources of funding together will enable them to easily run operations in the pilot and flexibility to scale to the larger community.

Chapter 9. Implementation Roadmap

9.1 Step-by-Step GTM Launch Timeline

Phase 1: Planning and Platform Development (Months 1–2)

The first part of the implementation process will prioritize the establishment of the business model, legal organization, and compliance that will permit the platform to function according to the rules laid down by the regulators and the institution. At the same time, a basic version of the product (MVP) with features like a student onboarding system, a co-founder matching module, an expert booking system, and a simple business simulation engine will be created by the team. Additionally, the team will work with DIU startup cells and entrepreneurship clubs to create formal partnerships, thus obtaining institutional backing, making user engagement easier, and preparing for a pilot launch that will be well integrated within the university system.

Phase 2: Pilot Launch at DIU (Months 3–6)

The platform will be carrying out a soft launch in Daffodil International University (DIU), during the pilot phase, by getting selected departments and student groups involved to ensure that the testing is done under control and the feedback is collected effectively. The team will also hold campus awareness programs and live demonstrations to show the platform and its main features, thus making it easier for students to see its value and learn about its functioning. The first experts would include faculty members, alumni, and industry professionals who will be engaged in providing mentoring, guidance, and assistance to student entrepreneurs. To promote the early adoption and the engagement of users, the platform will allow free access to the main features including business simulation and co-founder matchmaking, thus enabling the students to discover and gain from the platform while giving feedback that is of great value for the iterative improvements.

Phase 3: Feedback, Optimization, and Validation (Months 7–9)

The next phase in the platform's development will consist of user feedback gathering and platform usage data analysis with the aim of having better insights into user behavior, preferences, and the areas needing improvement. The data collected in this process will be utilized to improve simulation accuracy, UX/UI, and matchmaking algorithms, thus providing a more intuitive, realistic, and effective user experience. The platform will also begin to introduce the premium and paid expert consultations where students that require more activity and special help will be able to access the powerful tools and professional support. At the same time, the company is planning to start investor onboarding as well as controlled investment facilitation, thus creating organized opportunities for funding student-run businesses while ensuring that the process is transparent and low-risk.

Phase 4: Expansion and Market Readiness (Months 10–12)

Next in line, the platform will make the move to bring all DIU students on board, which will allow a greater number of students to take advantage of the platform's capabilities and resources.

Simultaneously, the team will be working on the formation of alliances with other universities, which will not only increase the platform's influence but also bring academic collaborations within the larger academic ecosystem. Furthermore, the team will be laying down the branding strategies and getting the necessary regulatory approvals for a public launch, which will help in the smooth transition, adherence to regulations, and gaining recognition for the expansion beyond the pilot phase.

9.2 Short-Term vs. Long-Term Milestones

Short-Term Milestones (0–12 months):

The major goal of the initial milestone phase will be the planned successful pilot at DIU, thereby positioning the platform as a reliable and usable resource for student entrepreneurs. Among the pivotal accomplishments are the realization of student registrations of at least

1,000, the guarantee of considerable user engagement and acceptance. Besides, the platform will strive to have 50 expert profiles on board at the very least, thereby giving students the opportunity to learn from seasoned professionals and get industry support. To add, a very important goal is to enable the very first successful funding of a student startup, thereby making it clear that the platform's strength in connecting students with investors has been proven. Lastly, the platform will move to the next stage of revenue generation through subscriptions and consultation fees, thereby creating a financial model that is both sustainable and able to support the operations and future growth of the platform.

Long-Term Milestones (3–5 years):

During the growth phase, the focus of the platform will be to extend its service to a number of universities all over Bangladesh, which will not only increase its customer base but also support a bigger community of student entrepreneurs. Additionally, it will allow public access for non-student entrepreneurs and investors thus creating a scope for broader engagement and collaboration within the national startup ecosystem. The platform intends to incorporate sophisticated AI-based business simulation modules which will provide more realistic, data-driven learning and practice scenarios for skill development in the area of decision-making. In addition to that, the institutions will be licensed to use simulation tools, which will allow universities and companies to include the platform in their programs, which will generate additional income and make a greater effect. These activities are eventually aimed at achieving the notice of being the national student entrepreneurship platform, thereby ensuring that the platform is a reliable and strong source in-nurturing and spreading the innovation and entrepreneurship across Bangladesh.

9.3 Major Resources and Team Requirement.

Human Resources:

The team structure of the platform will be used to address all significant areas of establishment, operations, and expansion to implement business plan effectively.

Key roles include:

Founder/Project Lead: Accountable to general strategy, partnerships, and platform direction, long-term objectives, and cross functional activities.

Technical Team: This is represented by software developers and data analysts who will build,

maintain and enhance features of the platform, such as business simulations, AI-driven matchmaking algorithms and performance monitoring data analytics. Business Development Manager: Betas concentrated on the growth and development of the user base, onboarding investors, creation of partnerships with universities and institutions, and finding new sources of revenue. Marketing and Community Manager: Manages outreach programs, social media campaigns, awareness, engagement with the campus, and feedback regarding the users to create a strong student community. Legal and Compliance Advisor: This position ensures compliance with the regulations in finance, data protection, and institutions, prepares the contracts and agreements, and assists in managing risks to ensure the operation of the platforms is smooth and safe. This is a systematic method that ensures that all key functions such as technology and marketing as well as compliance and expansion are handled effectively to achieve short term pilot projects and long term scalability.

Technological Resources:

- Cloud-based infrastructure
- Data analytics and simulation engines
- Secure payment gateway
- User data protection systems

Institutional Resources:

- University support (DIU)
- Access to student networks
- Collaboration with incubation centers

Chapter 10. Risk Analysis & Mitigation

10.1 Potential Risks

Market Acceptance Risk:

Lack of awareness and income may also make students unwilling to spend on asset management or advisory services.

Competition Risk:

There are other established systems like start-up incubators, learning portals, and informal mentor networks that can be competing to get the attention of the students.

Financial Constraints:

Early operational and development costs can be higher than the revenue at an early stage, which puts cash-flow pressure.

Regulatory and Compliance Risk:

There are financial regulations in assets management and investment facilitation that can change with time.

Technology Risk:

Failure in simulation or system failures might decrease user trust.

10.2 Risk Mitigation Strategies

The implementation plan of the platform is aimed to make sure that the adoption is effective, that all regulations will be followed and that improvements will take the form of systematic planning and comprehensive development and enhancement of the platform. In the main, important features of this strategy are:

Implementing a freemium business strategy: Students can try and buy the product by making the basic features free and the advanced simulators, expert consultations, and investor exposure paid.

Education-first positioning: It lays emphasis on learning, technical skills and experience-

based knowledge more than on financial services, as the ambitions and objectives of student entrepreneurs are.

Minimal MVP creation: Introduces a minimum viable product to experiment with the main features of the product e.g. the student onboarding functionality, the co-founder matchmaking system, expert booking and simple business simulation.

Continuous improvement: Adds functionalities and user experience on a continuous basis based on feedbacks and performance indicators and usage trends and ensures that the platform evolves based on the real needs of the user.

Legal and regulatory compliance: Seeks the services of legal professionals to ensure compliance with financial regulations, data protection and institutional requirements to reduce operational and reputational risk.

Simulation testing and validation: It constantly tests and validates business simulation models with real world situations and offers students practical, accurate and actionable information and allows modelling of safe risk free decisions.

This combined strategy will make sure that not only the platform will be successful at its launch but it will also develop in a sustainable way to promote entrepreneurial learning among the students and encourage the long-term activity in the startup ecosystem.

Chapter 11. Expected Impact

11.1 Economic Impact

The platform is intended to deliver a substantial economic and entrepreneurial value, both in direct job creation and indirectly through the advantages of the ecosystem. Some of the important areas of its impact strategy are:

Creation of direct jobs: Recruitment of developers, project managers, business analysts and support personnel to create, support and improve the platform so that there is sound operations and technical innovation.

Indirect job creation: Student-led startups launched on the platform have the ability to create jobs in different industries and help in the formation of new businesses.

Income generation: This has to be based on several revenue streams such as subscription charges on the high-end features, commissions on successful investments and consultations with experts, and institutional licensing deals with universities and organizations.

Greater success in early-stage capital allocation: Giving investors a better ability to find and fund promising student ventures with less resource utilization, and less risk.

Culture of entrepreneurship: Students should be motivated to startups, reinvest in the ecosystem, and acquire skills that will empower the rest of the workforce and economy. With such actions, the platform is not only offering the direct economic returns but facilitating sustainable development, innovation and financial literacy among the student entrepreneurial ecosystem.

11.2 Social Impact

The platform will seek to achieve significant social and education outcomes by equipping students with the skills, knowledge, and resources required to be successful in entrepreneurship. The major aspects of this influence are:

Democratization of knowledge access to investment and mentorship: Giving access to all students through similar backgrounds to quality mentorship, access to investors and knowledge about the how and why of running startups.

Simulation-based learning to reduce startup failure: Students are given the opportunity to test business strategies, make decisions and see results in their own simulated environment, where there is no risk involved, in a simulated environment, which develops confidence and

practical experience prior to starting up their ventures in the real world.

Student empowerment to make sound financial and business choices: Preparing students with analytical and data capabilities and hands-on learning required to evaluate opportunities, resource management, and strategic business development of their startups.

Nurturing of an entrepreneurial ecosystem: Prodrone of innovation and long-term participation: Facilitating knowledge exchange, peer learning, and mentor-student relationships in the startup community.

In these efforts, besides just improving the entrepreneurial abilities of the students, the platform is also helping to create a more inclusive, knowledgeable, and robust student startup ecosystem in Bangladesh.

11.3 Startup Long-term Vision

The long-term vision of the asset management company is to become the best student-based entrepreneurial and investment-based intelligence platform in Bangladesh. The combination of the ideas of asset management, development of business simulations, mentorship, and connectivity with investors is what the startup intends to unite the world of education and the real-life entrepreneurship. The platform in the years to come will be in a position of influencing the policy debate, it will be a stakeholder in the innovation-led economic growth and lastly a stakeholder in the creation of a knowledge-based entrepreneurial economy in Bangladesh.

Conclusion

The proposed technology-based solution is the Student Asset Management and Startup Intelligence Platform which directly attacks the significant issues of concern to the student entrepreneurship system within Bangladesh. It does so because it provides students with diversified options, which include co-founder matchmaking, access to trusted experts, early-stage investor access, business simulation interactive tools, and advice on financial and intellectual asset management. The students therefore receive a unique opportunity to learn and train entrepreneurship skills in a safe and organized manner. Not only does it enable the alignment of the theoretical nature of the knowledge with the actual entrepreneurial life but also enables the students to test their business plans, make the correct choices and get the experience of all significance, without having to risk their money. A go-to-market platform strategy has been crafted with the consideration of successful adoption by Daffodil international university (DIU) as a pilot stage and it involves the application of digital channels, on-campus interactions, workshops, and collaboration with the university departments and student entrepreneurship clubs. The staged plan of expansion is a very clear and specific road-map that scopes up the platform to other universities in Bangladesh and, someday, to the general population. This would lead to development of a national digital ecosystem to cultivate and encourage entrepreneurship, mentorship, and investment opportunities. Its business model is highly scaled and economically sustainable with freemium access among students, high-tier subscriptions to additional features, and a commission-based business generated through facilitation of investment. In summation, the platform is in a place that it may be able to produce a stunning economic and social effect by educating, and simultaneously, instilling in the student entrepreneurs, the trust and financial literacy that would allow them to transform the creative ideas to viable, and above all, profitable business enterprises.

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