



(Abstract)

MA Social Entrepreneurship and Development Programme- at Institute of Public Policy and Leadership Studies, Taliparamba (under KILA) - Scheme, Syllabus and Model Question papers of First Semester Courses under Choice Based Credit and Semester System (CBCSS-OBE) - Approved and Implemented w. e. f 2025 admission- Orders issued

ACADEMIC C SECTION

ACAD C5/1212/KILA/2022 (II)

Dated: 12.09.2025

- Read:-1. U.O No Acad C1/21246/2019 dtd: 09/08/2023, 03.03.2025
2. UO No Acad/ C1/21246/2019 dtd: 29.06.2024
3. Minutes of the meetings of the Expert Committee held on 20.01.2025 and 14.05.2025
4. Minutes of the meeting of the Standing Committee of Academic Council held on 08.08.2025
5. Orders of Vice Chancellor in the file of even number dated : 02.09.2025

ORDER

- 1.The revised Regulations for Post Graduate Programmes under Choice Based Credit and Semester System (OBE- Outcome Based Education system) in Affiliated Colleges under the University was approved and implemented w.e.f 2023 admission and certain modifications were effected thereafter vide paper read (1) above.
- 2.In the circumstance of nonexistence of Board of Studies at that time, the syllabus of MA Social Entrepreneurship and Development programme implemented at Institute of Public Policy and Leadership Studies, Taliparamba (under KILA) w.e.f 2022 admission, was not revised in line with the new PG Regulations of Affiliated colleges, implemented in 2023 .
- 3.Subsequently, an expert committee comprising Deans of Faculties and Chairpersons of Boards of Studies, has constituted to draft the syllabus of MA Social Entrepreneurship and Development Programme in line with the PG Regulations of Affiliated colleges of 2023, vide paper read 2 above
4. The Meeting of the Expert Committee vide paper read 3 above, finalised the Scheme, Syllabus and Model Question papers of MA Social Entrepreneurship and Development Programme in line with the PG Regulations of Affiliated Colleges of 2023, and the Convener of the committee forwarded the draft syllabus for approval and implementation w.e.f 2025 admission at Institute of Public Policy and Leadership Studies, Taliparamba (under KILA)
5. Subsequently, Standing Committee of the Academic Council, considered the Syllabus submitted, and vide paper read (4) above, recommended to approve the Scheme, Syllabus and Model Question Papers of First semester courses of MA Social Entrepreneurship and Development Programme w.e.f 2025 admission
6. The Vice Chancellor, after considering the recommendation of Standing Committee of Academic Council, and in exercise the powers of the Academic Council, conferred under Section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, approved Scheme, Syllabus and Model Question Papers of First Semester Courses of MA Social

Entrepreneurship and Development Programme, and accorded sanction to implement the same in the Institute of Public Policy and Leadership Studies (under KILA), Taliparamba, w.e.f 2025 admission, subject to reporting to the Academic Council

7.The Scheme, Syllabus and Model Question Papers of first semester Courses of MA Social Entrepreneurship and Development Programme w.e.f. 2025 admission are appended with this U.O. & uploaded in the University website.

Orders are issued accordingly.

Sd/-

Bindu K P G

DEPUTY REGISTRAR (ACADEMIC)

For REGISTRAR

To: 1. Director, KILA

Copy To: 1) The Controller of Examinations (Through PA to CE)

2) PS to VC/PA to R


3) EG 1/EX C I/AR I/ JR II/AR II (Exam)

4) AR/DR (Academic)

5)The Web Manager / Computer Programme

6)SF/DF/FC

Forwarded / By Order


SECTION OFFICER





SYLLABUS AND MODEL QUESTION PAPERS

MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

(Choice Based Credit Semester System-Outcome based Education: Regulations,
Curriculum, Syllabus
and Scheme of Evaluation with Effect from 2025 admission)

Kannur University M A Scheme and Syllabus (CBCSS-OBE) 2025



KANNUR UNIVERSITY

**CHOICE BASED CREDIT SEMESTER SYSTEM – OUTCOME BASED EDUCATION
(CBCSS-OBE)**

Preface

The Institute of Public Policy and Leadership, under the management of Kerala Institute of Local Administration (KILA) is a college affiliated to Kannur University. This is the only Institution under Kannur University which offers the following three new generation PG programmes: 1. MA Public Policy and Development (PPD); 2. MA Decentralization and Local Governance (DLG); and 3. MA Social Entrepreneurship and Development (SED). These three PG programmes are more interdisciplinary in the sense that it draws heavily from a variety of social science and other disciplines such as political science, economics, sociology, public administration, management, commerce, development studies, statistics and computer science. In order to restructure the Syllabi, Kannur University has constituted an Expert Committee comprising Dr.B Bindu (Former Dean, Faculty of Social Sciences), Dr. K.Gangadharan (Former Dean, Faculty of Humanities), Dr.Shaharban. V (Chairperson, PG Board of Studies in Economics), Dr. Sudheesh KM (Chairperson, Board of Studies in Political Science), Dr. Biju Vincent (Chairperson, Board of Studies in Sociology) and Dr.Ashokan. A (Convener, Expert Committee) to restructure and submit syllabi of the three PG programmes. The final syllabi of the three programmes are the outcome of a number of online and offline meetings actively participated by the expert committee members and the entire teaching faculty at the KILA- Institute of Public Policy and Leadership, Karimbam, Taliparamba.

The broad objective of the three programmes is to produce employable and quality graduates and thereby filling the gap between demand and supply in the job market. Instead of rote learning, development of critical thinking and prominent place accorded to Field Study (Level 1) Internship, Field Study (Level 2) and Research Project based on participatory learning will eventually create independent learners who can creatively and constructively respond to the challenges of the present century. Another novelty of the programme is that students may also get an opportunity to study statistics, computer packages, Geo-Spatial Tools and Remote Sensing and orient their job market requirements. It is expected that passive learners may also get transformed into active learners through innovative and holistic teaching-learning processes. The new syllabi of the three PG programmes shall be in effect from 2025-26 academic year.

On behalf of the University I thank all the expert committee members and KILA-IPPL teaching staff for their sincere, critical, and committed response towards finalization of the Syllabi of the three PG programmes.



Dr.Ashokan. A
Convener, Expert Committee
Kannur University



KANNUR UNIVERSITY

Syllabus for M.A. Social Entrepreneurship and Development

About the Programme

Master of Arts in Social Entrepreneurship and Development is a two-year, four-semester postgraduate program under the Choice-Based Credit Semester System in Outcome Based Education system (CBCSS-OBE). This interdisciplinary course is designed to equip students with the theoretical knowledge and practical skills required to address social challenges through entrepreneurial strategies. It emphasizes developing social innovations that foster sustainable and inclusive development. The program nurtures future leaders who can ideate, design, and implement impactful social ventures.

Programme Outcomes (PO)

The programme is intended to cater to the following outcomes:

1. Critical, analytical, and integrative thinking.
2. Knowledge on different dimensions of the theory and praxis of Social Entrepreneurship
3. Abilities to innovate and lead social enterprises.
4. Mastery of the conceptual and practical aspects of social enterprises
5. Multidisciplinary approach in conceiving, designing, and managing social enterprises

Programme Structure

The programme includes two types of courses:

- i. Core courses
- ii. Elective courses

The program structure includes field study - Level I in the first and Level II in the third semesters, respectively; an internship in the second semester; and a research project with comprehensive viva voce and Course Viva voce in the fourth semester as core courses. The programs shall also include assignments, seminars and class tests. The electives are offered in the second, third and fourth semesters.

List of Courses, Credit distribution and marks

The distribution of the courses over the four semesters of the PG program can be:

Semester I

Course Code	Course Title	Core /Elective	Credit	Instructional hours /week	Tutorial/contact hours /week	Instructional hours /Semester	Internal Marks	End Sem. Marks	Total
MASED01C01	Research Methodology	Core	3	3	1	64 (16 x 4)	20	80	100
MASED01C02	Political Economy of Development in India	Core	3	3	1	64 (16 x 4)	20	80	100
MASED01C03	Introductory statistics and data analysis	Core	3	3	1	64 (16 x 4)	20	80	100
MASED01C04	Concepts and Theories of Social Science	Core	3	3	1	64 (16 x 4)	20	80	100
MASED01C05	Disaster Management	Core	2	2	0	32 (16 x 2)	20	80	100
MASED01C06	Basics of Social Entrepreneurship	Core	4	3	1	64 (16 x 4)	20	80	100
MASED01C07	Field Study Level 1	Core	2	1	-	16 (16 x 1)	40	60	100
	Weekly Seminar		-	2	-	32 (16 x 2)			
Total			20	20	5	400	160	540	700

Total Credit for Core: 20

EVALUATION AND GRADING

The evaluation framework for each course comprises two components: Continuous Evaluation (CE), contributing 20% of the total marks, and End Semester Examination (ESE), accounting for the remaining 80%, establishing an internal to external assessment ratio of 1:4. For the field study and internship, the evaluation is divided into 40% internal and 60% external components, reflecting a 2:3 internal to external ratio. Both internal and external evaluation shall be carried out using marks with corresponding grades and grade points in a 7-point indirect relative grading system.

CONTINUOUS EVALUATION (CE)

This assessment shall be based on pre-determined transparent system involving periodic written tests, assignments, and seminars in respect of theory courses and based on tests, lab skill, records/viva and attendance in respect of practical courses. The percentage of marks assigned to various components for internal evaluation is as follows:

Various Components of Internal Assessment and mark Allocation of Theory papers

	Components	% of internal marks without practical	% of internal marks with practical
i.	Two test papers	60	40
ii.	Practical	-	40
iii.	Assignments/Book review/debates	20	10
iv.	Seminars/Presentation of case study	20	10

Various Components of Internal Evaluation and mark Allocation of Field Study and Internship

Continuous Evaluation (40% of total)	
Components	Percentage
Punctuality	20
Data Collection and Data Analysis	20
Scheme/Organization of Report	40
Viva voce	20

Submission of the study report and presence of the student for Viva are compulsory for Continuous Evaluation. No separate minimum pass for Continuous Evaluation.

To ensure transparency of the evaluation process, the internal evaluation marks awarded to the students for each course in a semester shall be published on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks.

The course teacher shall maintain the academic record of each student registered for the course, which shall be forwarded to the University after endorsed by the Head of the Department (HoD).

TESTS

For each course there shall be at least two class tests during a semester. The probable dates of the tests shall be announced at the beginning of each semester. Valued answer scripts shall be made available to the students for perusal within 5 working days from the date of the tests.

ASSIGNMENTS

Each student shall be required to do two assignments/book review for each course. Assignments/Book review after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation etc. and inform the same to the students. The submission date shall be finalised by the teacher/Head of the Department.

PRACTICALS

All the records of Continuous Evaluation (CE) must be kept in the department and must be made available for verification to the university.

The results of the CE shall be displayed on the notice board within 3 working days from the last day of a semester. It should be get signed by the candidates. The marks awarded for various components of the CE shall not be rounded off, if it has a decimal part. The CE of each course shall be rounded off to the nearest whole number.

END SEMESTER EVALUATION (ESE):

The End Semester Examination in theory courses is to be conducted by the University with question papers set by external experts. Answer papers shall be bar coded to ensure confidentiality. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. The valuation system of answer scripts is as per University norms.

End Semester Evaluation in **Practical courses** (Field study, Internship, Research project and Comprehensive Viva Voce) evaluated by two external examiners. Duration of practical external examinations shall be decided by the Board of Studies concerned.

Field study

Students have to undergone 7-day fieldwork with a practical and immersive experience in Social Entrepreneurship in Semester 1 (Level 1) and Semester 3 (Level 2). If a student fails to fulfil this requirement, his/ her result shall be withheld until the field study requirement is met. A diary with activities/achievements completed during field study shall be maintained by the candidate. This diary signed by the student and the head of organization where the field study was carried out shall be presented to the HoD.

Internship

Students have to do internship in recognized organisations related to Social Entrepreneurship for 4 weeks in Semester 2. If a student fails to fulfil this requirement, his/ her result shall be withheld until the internship requirement is met. An internship diary with activities/achievements completed during internship shall be maintained by the candidate. This diary signed by the internee and the head of organization where the internship was carried out shall be presented to the HoD.

Project Evaluation

Project evaluation shall be conducted at the end of the fourth semester as per the following guidelines.

- a. Evaluation of the Project Report shall be done under Mark System.
- b. The evaluation of the project will be done at two stages:
 - i) Continuous Evaluation (supervising teachers and head of the departments will assess the project and award Continuous Evaluation Marks)
 - ii) End Semester Project Evaluation (Not more than 2 external examiners appointed by the University based on the recommendations of the Head of the Department.)
- c. Marks secured for the project will be awarded to candidates, combining the Continuous Evaluation and End Semester Project Evaluation marks.

The Continuous Evaluation and End Semester Project Evaluation components shall be in the ratio of 1:4 based on the following distribution.

Continuous Evaluation (20% of total)		End Semester Evaluation (80% of total)	
Components	Percentage	Components	Percentage
Punctuality	20	Relevance of the Topic	5
		Statement of objectives	10
		Methodology/ references/ Bibliography	15
Use of Data	20	Presentation of contents/Figures/Language	20
		Style/Diagrams	15
		Quality of Analysis/Use of Statistical Tools	
Scheme/Organization of Report	40	Findings and Recommendations	10
Viva voce	20	Viva voce	25

No marks shall be awarded to a candidate if he/she fails to submit the Project Report for End Semester Evaluation.

COURSE VIVA VOCE

External examiner shall conduct Viva Voce at the end of the programme on all courses taught during the four semesters. As part of this, the examiner shall also interview the students to ascertain whether the learner has acquired the expected learning outcomes stated in the Curriculum/ Syllabus. Marks shall be awarded out of 100 by the external examiners.

WEEKLY SEMINAR

There shall be a weekly seminar in all semesters for all programmes. Two hours shall be allocated per week for Weekly seminars in the form of invited talks, presentation by students, discussion and debates. Two teachers will be in charge of conduct of seminar.

DETAILED SYLLABUS
SEMESTER: I
MASED01C01: RESEARCH METHODOLOGY

Course Description:

This course provides a comprehensive overview of research methodologies relevant to the social sciences. It equips students with the theoretical and practical skills to design, conduct, and report rigorous research. The course covers foundational concepts, research design, data collection and analysis techniques, participatory methodologies, and the art of writing a research report.

Course Objectives:

- Understand the fundamental principles and processes of social science research.
- Develop the ability to formulate research problems and hypotheses.
- Learn various research designs and sampling techniques.
- Gain proficiency in using diverse data collection and analysis tools.
- Explore and apply participatory research methods.
- Master the skills of writing a clear and concise research report.

Course outcome:

After the completion of the paper, students will be able to;

- Apply various research designs and sampling techniques in research projects.
- Utilize diverse data collection and analysis tools effectively
- Implement participatory research methods in community-based research.
- Produce well-written and concise research reports adhering to academic standards.
- Demonstrate an understanding of the fundamental principles and processes of social science research

Modules	Hours
<p>Module I: Research Preliminaries and Problem Formulation: Introduction to Social Science Research</p> <p>Nature, Scope and Significance - Philosophical foundations of social research (Positivism, Interpretivism, Critical Realism) - Types of research: Basic, Applied, Exploratory, Descriptive, Explanatory - Identifying research problem - Review of literature - Developing conceptual and theoretical frameworks - Hypotheses - Ethics in social science research.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Bryman, A. (2016). <i>Social research methods</i>. Oxford University Press. • Blaikie, N. (2018). <i>Approaches to social inquiry</i>. John Wiley & Sons. • Oliver, P. (2008). <i>Writing Your Thesis</i>. India: Sage Publications. 	14
<p>Module II: Research Design</p> <p>Research Design - Sampling techniques: Probability and Non-probability - Primary and Secondary Data – Data collection methods: Questionnaires, Interviews, Observation. Practical: Preparation of questionnaire, checklist, and rating scale. Mock Interview Method, Mock Delphi Method - Introduction to mixed methods.</p> <p>Qualitative Data Analysis: Thematic analysis, Content analysis, Discourse analysis, Narrative analysis.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Krippendorff, K. (2018). <i>Content analysis: An introduction to its methodology</i>. Sage Publications. • Outhwaite, W., & Turner, S. P. (Eds.). (2007). <i>The Sage handbook of social science methodology</i>. Sage Publications. • Outhwaite, W., & Turner, S. P. (Eds.). (2007). <i>The SAGE handbook of social science methodology</i>. Sage Publications. • Teddlie, C., & Tashakkori, A. (2009). <i>Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioural sciences</i>. Sage Publications. 	22
<p>Module III: Participatory Methods in Social Science Research</p> <p>Introduction to Participatory Research: Principles and Approaches - Focus Group Discussions (FGDs) - Participatory Mapping and Visual Methods - Action Research: Ethical considerations in participatory research.</p>	10

<p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Chambers, R. (1997). <i>Whose reality counts? Putting the first last</i>. Intermediate Technology Publications. • Cornwall, A., & Jewkes, R. (1995). What is participatory research?. <i>Social Science & Medicine</i>, 41(12), 1667-1676. • Reason, P., & Bradbury, H. (Eds.). (2008). <i>The Sage handbook of action research: Participative inquiry and practice</i>. Sage 	
<p>Module V: Research Report</p> <p>Structure of research report - Referencing and citation styles - Abstracts and executive summaries - Preparing tables, figures, and appendices - Presentation of research findings- Academic Integrity and Plagiarism.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2008). <i>The craft of research</i>. University of Chicago Press. • Becker, H. S. (2009). <i>Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article</i>. University of Chicago Press. • Oliver, P. (2008). <i>Writing Your Thesis</i>. Sage Publications. 	12

MASED01C02: POLITICAL ECONOMY OF DEVELOPMENT IN INDIA

Course Description:

This course explores the political economy of development in India, examining the interplay of economic structures, social hierarchies, and state policies. It analyses key historical transitions, post-independence planning, and the impact of globalisation on industry, agriculture, and labour. The course critically engages with contemporary issues such as inequality, agrarian distress, digital capitalism, and environmental sustainability. Emphasis is placed on understanding how caste, class, gender, and religion shape economic outcomes and policy frameworks. Drawing on interdisciplinary perspectives, the course equips students to engage with and critique ongoing developmental challenges and debates in India.

Course Objectives:

- Understand the historical roots of India's political economy.
- Analyse post-independence economic models and their socio-political impacts.
- Evaluate the role of caste, class, gender, and religion in shaping economic outcomes.
- Critically assess globalisation's effects on industry, agriculture, and labour.
- Engage with contemporary debates on inequality, sustainability, and digital capitalism.

Course Outcome:

- Gain knowledge of India's political economy from pre-colonial times to neoliberal or postmodern reforms.
- Develop skills to analyse how caste, class, and gender shape economic policies and outcomes.
- Learn to evaluate the impacts of key transitions on growth and inequality.
- Apply frameworks to critique contemporary issues like agrarian distress, gig work, and environmental crises.

Module	Hours
<p>Module 1: The state and capital in India</p> <p>Pre-capitalist structures in India - Caste-class dialectics in pre-colonial India - Colonialism and Indian Economy – Anti-imperialist movements and state formation - State and Capital in Independent India – Role of caste, religion, and family in economic organisation - gender and social reproduction.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Kohli, A. (1989). <i>The State and Poverty in India</i>. United Kingdom: Cambridge University Press. • Bagchi, Amiya Kumar (2010). <i>Colonialism And Indian Economy</i>. Oxford University Press. • Bardhan, P. (2005). <i>The political economy of development in India</i>. Oxford University Press. • Chakravarti, U. 1993. Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State. <i>Economic and Political Weekly</i>, 28(14), 579–585. • Patnaik, P. (2016). Capitalism and India’s Democratic Revolution. <i>Social Scientist</i>, 44(1/2), 3–15. • Patnaik, U. (1986). The Agrarian Question and Development of Capitalism in India. <i>Economic and Political Weekly</i>, 21(18), 781–793. 	18
<p>Module 2: India after independence</p> <p>The Paradox of Accommodative Politics and Radical Social Change - Influence of the of Jawahar Lal Nehru, Mahalanobis – Green revolution and politics - Economic planning and its crises – Attack on socialist principles - Domestic constraints and foreign Pressures – NITI Aayog - Rise of cultural nationalism.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Chibber, V. (2003). <i>Locked in place: State-building and late industrialisation in India</i>. Princeton University Press. • Nayyar, D. (1998). “Economic Development and Political Democracy: Interaction of Economics and Politics in Independent India”. <i>Economic and Political Weekly</i>, 33(49), 3121–3131. • Frankel, F R. (2005). <i>India’s Political Economy, 1947–2004</i>. Oxford University Press 	16

<p>Module 3: Globalisation and New Economic Policies</p> <p>New economic policy – Liberalisation, privatisation, and globalisation – WTO membership – First and Second UPA governments – Decline of trade union movements and the Left - Communalism and capital – Crony capitalism – Hindu right’s model of development.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Singh, B P (1995). <i>Economic Liberalisation in India</i>. Ashish Publishing House. • Ghate. C (2012). <i>The Oxford Handbook of the Indian Economy</i>. Oxford University Press, USA • Das, R (2021). <i>The Political Economy of New India: Critical Essays</i>. Aakar Books. • Gupta, K. R. (2000). <i>Liberalisation and Globalisation of Indian Economy Volume 5</i>. Atlantic Publishers. 	16
<p>Module 4: Contemporary Concerns of Political Economy in India</p> <p>Neoliberalism and inequality – Neoliberalism and agrarian distress – Neoliberalism and the education Market - Research and development, intellectual property and knowledge economy – GST - Demonetisation – Centralisation, federalism and fiscal federalism.</p> <p>Essential readings</p> <ul style="list-style-type: none"> • Chandrasekhar, C. P., and Ghosh, J. (2006). <i>The market that failed: A century of bubbles, panics, and crashes</i>. Tulika Books. • Ghosh, J; Chandrasekhar C. P. and Patnaik, Prabhat (2017). <i>Demonetisation Decoded: A Critique of India's Currency Experiment</i>. Routledge Focus. • Patnaik, U. (1986). The Agrarian Question and Development of Capitalism in India. <i>Economic and Political Weekly</i>, 21(18), 781–793. • Reddy, Y.V. & Reddy, G.R. (2019). <i>Indian Fiscal Federalism</i>. Oxford University Press. • Sanja R, John Harriss, Sanjay. (2011). <i>Understanding India's New Political Economy</i>. Routledge. 	14

Further Readings

Module I

- Chalam, K. S. (2020). *Political economy of caste in India*. Sage Publications.
- Chatterjee, P (2010). *The Indian State*. In N. G. Jayal & P. B. Mehta (Eds.), *The Oxford companion to politics in India*. Oxford University Press.
- Frankel, F R. (2005). *India’s Political Economy, 1947–2004*. OUP

- Gupta, C D. (2016). *State and Capital in Independent India: Institutions and Accumulation*. Cambridge University Press.
- Jodhka, S (2012). *Caste in Contemporary India*. Routledge.
- Kalyan S. 2014. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. Taylor & Francis
- Nagaraj, R., and Motiram, S. (Eds.). (2017). *Political economy of contemporary India*. Cambridge University Press.
- Patnaik, U (1999). *The long transition: Essays on political economy*. Tulika.
- Rudolph, L. I., and Rudolph, S. H. (1987). *In pursuit of Lakshmi: The political economy of the Indian state*. Harvard University Press.
- Sangaralingam, R. (2016). Economics History of India (chapter). *China's lessons for India: Volume I: The political economy of development*. Oxford University Press.
- Shekhar, C (1992). *Political Economy of India*. New Delhi: S. Chand (G/L) & Company Ltd.

Module II

- Jaffrelot, C. (2003). *India's silent revolution: The rise of the lower castes in North India*. Permanent Black.
- Nagaraj, R., and Motiram, S. (Eds.). (2017). *Political economy of contemporary India*. Cambridge University Press.
- Patnaik, P. (2015). The Nehru–Mahalanobis Strategy. *Social Scientist*, 43(3/4), 3–10.

Module III

- Kohli, A. (2006). Politics of Economic Growth in India, 1980-2005: Part I: The 1980s. *Economic and Political Weekly*, 41(13), 1251–1259.
- Kohli, A. (2006). Politics of Economic Growth in India, 1980-2005: Part II: The 1990s and beyond. *Economic and Political Weekly*, 41(14), 1361–1370.
- Kennedy, L. (2013). *The Politics of Economic Restructuring in India: Economic Governance and State Spatial Rescaling*. Taylor & Francis.

Module IV

- Nagaraj, R. Sripad Motiram. (2017). *Political Economy of Contemporary India*. Cambridge University Press.

MASED01C03: INTRODUCTORY STATISTICS AND DATA ANALYSIS

Course description:

This course introduces fundamental statistical concepts, including descriptive statistics, hypothesis testing, and regression analysis. Students will learn to apply these techniques using Excel for basic analysis, Gretl for econometric modeling, and R for advanced data manipulation and visualization. Emphasis is placed on practical applications, enabling learners to interpret data, conduct statistical tests, and present results effectively. By the end, participants will be proficient in using these tools for real-world data analysis in business, economics, and research.

Course Objective:

The primary objective of this course is to acquaint the students with the basics of statistical theory and its application as the foundations for statistical analysis, as well as to impart knowledge and skill in quantitative analysis and to develop essential skills using various software packages on statistical and data analysis.

Course outcomes:

After the completion of the course, the students will be able to:

- Remember the basics of statistical methods and tools used in analysis.
- Understand the various aspects of descriptive statistical techniques and develop basic knowledge and its use in data analysis.
- Evaluate various inferential statistical tools, create and test the statistical hypothesis with various statistical tests, and its application in analysis based on various theoretical distributions.
- Apply excel functions and features to perform basic calculations, create reports, data visualisation and statistical analysis
- Learning data analysis through Gretl
- Understand the basics of R and learning to handle data with R

Modules	Hours
<p>Module I: Statistical Methods:</p> <p>Nature of Data – Sampling - classification and tabulation - Descriptive Statistics; Measures of Central Tendency, Measures of Dispersion - Index Numbers; Construction and Types - Correlation; Simple, Partial, Multiple, Rank Correlation - Regression: Simple Linear Regression, Multiple Regression.</p> <p>Essential readings:</p> <ul style="list-style-type: none"> • Goon, A.M., M.K. Gupta and B Dasgupta. (2016) <i>Fundamentals of Statistics</i>, Vol.1, World Press (P) Ltd. • Gupta S. C. (1993), <i>Fundamentals of Applied Statistics</i>, S. Chand and Sons, New Delhi • Mood, A.M. Graybill, F.A. and Boes, D.C. (2007). <i>Introduction to the Theory of Statistics</i>, 3rd Edn., (Reprint), Tata McGraw-Hill Pub. Co. Ltd.Y.P. • Agarwal. 1986. <i>Statistical Methods: Concepts, Application and Computation</i>, Sterling Publishers. 	14
<p>Module II: Statistical Inference:</p> <p>Estimation: Methods, Properties, Point and Interval Estimation - Sampling Distribution - Testing of Hypothesis: Null and Alternative Hypotheses, Type I and Type II Errors - Confidence Intervals and Level of Significance - One-Tailed and Two-Tailed Tests - Degree of Freedom - Standard Error - p-Values - Hypothesis Testing based on Z, t, F - Chi-Square - F Test.</p> <p>Essential readings:</p> <ul style="list-style-type: none"> • Goon, A.M., M.K. Gupta and B Dasgupta. (2016) <i>Fundamentals of Statistics</i>, Vol.1, World Press (P) Ltd. • Gupta, S.P. (2021). <i>Statistical Methods</i>, Sultan Chand and Sons, New Delhi. • Y.P. Agarwal, (1986). <i>Statistical Methods: Concepts, Application and Computation</i>, Sterling Publishers. 	14
<p>Module III: Basics of MS Excel &Gretl :</p> <p>MS Excel: Basic Excel functions - Importing data (CSV, web, databases) - Data Cleaning & Preparation - Pivot Tables & advanced Summarization - Data visualization & Dashboards (Bar chart, line graph, scatter diagram, interactive dashboard) - Descriptive statistics – Correlation - Regression analysis.</p> <p>Gretl: Features and Capabilities of gretl - Installing and Setting Up gretl - Navigating the gretl Interface - Importing and Exporting Data (CSV, Excel, etc.) - Basic Data Manipulation: Sorting, Filtering, and Transforming Variables - Descriptive Statistics and Data Visualization: t-Tests, z-Tests, Chi-Square Tests - Confidence Intervals and p-Value - R square - Regression models.</p>	20

<p>Essential readings:</p> <ul style="list-style-type: none"> • Jackson, J. (2016). Microsoft EXCEL 2016: Learn Excel Basics with Quick Examples (excel 2016, excel 2013, excel vba, Excel 2016, Excel Charts, Excel project, MS Excel, MS Excel... book, spreadsheet excel)(Volume 1). Create Space Independent Publishing Platform. • Excel , M.S. (2007). Microsoft Excel. Denver Co., USA. • Nigam Manisha (2019) <i>Data Analysis with Excel</i>, BPB publications • Cottrell, A., & Lucchetti, R. (2012). <i>Gretl user's guide. Distributed with the Gretl library.</i> • Mixon Jr, J. (2009). GRETL: An econometrics package for teaching and research. <i>Managerial Finance</i>, 36(1), 71-81. • https://support.microsoft.com/en-us/excel 	
<p>Module IV: R Fundamentals</p> <p>Introduction to R and R Studio Environment - Basic Syntax - Data Types – Variables – Operators - Control Flow (Loops - Conditional Statements) - Functions and Packages - Data Manipulation with Tidyverse: Importing Data from Various Sources (CSV, Excel, Databases) - Data Wrangling with dplyr Package (Select, Filter, Mutate, Arrange) - Data Reshaping with tidyr Package (Gather, Spread) - Summary Statistics - Data Visualization with ggplot2 - Hypothesis Testing - Regression Models.</p> <p>Essential readings:</p> <ul style="list-style-type: none"> • Braun W J, Murdoch D J (2007): <i>A First Course in Statistical Programming with R</i>. Cambridge University Press. New York. • Gardener, M (2012) <i>Beginning R: The Statistical Programming Language</i>, Wiley Publications 	<p>16</p>

Further readings

- Hogg, R.V., Tanis, E.A. and Rao J.M. (2009): *Probability and Statistical Inference*, Seventh Ed, Pearson Education, New Delhi.
- Murray R S, Larry J. Stephens and Narinder Kumar. *Statistics (Schaum's Outline Series)*, McGraw Hill Education.
- Taro Y. 1964. *Statistics: An Introductory Analysis*, Harper & Row.
- Gupta, S.C. and V.K. Kapoor, (2014). *Fundamentals of Mathematical Statistics*, Sultan Chand & Sons,

MASED01C04: CONCEPTS AND THEORIES OF SOCIAL SCIENCE

Course Description:

This course comprehensively explores fundamental concepts, theoretical frameworks, and approaches within the social sciences. It aims to develop a critical understanding of the social, political, and cultural forces that shape human societies. Through in-depth analysis of key theories, students will gain insights into the complexities of social phenomena, power dynamics, and contemporary social issues.

Course Objectives:

- To provide students with a comprehensive understanding of core concepts and theories in social sciences.
- To enable students to critically analyse and apply these concepts to contemporary social issues.
- To foster interdisciplinary thinking and a nuanced understanding of social phenomena.
- To develop students' ability to engage with diverse theoretical perspectives.

Course outcome:

- Comprehensive understanding of core concepts and theories in the social sciences.
- Critically analyze and apply social science theories to contemporary social issues.
- Foster interdisciplinary thinking and a nuanced understanding of social phenomena

Modules	Hours
<p>Module I: Introduction to Social Sciences</p> <p>Historical development of social science disciplines - Epistemology and Ontology – Major Paradigms in Social Sciences: Positivism, Behavioralism, Critical Theory, Postmodernism, Realism.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Allan, K. (2013). <i>The social lens: An invitation to social and sociological theory</i>. SAGE Publications. • Berger, P. L., & Luckmann, T. (1966). <i>The social construction of reality: A treatise in the sociology of knowledge</i>. Anchor books. • Fay, B. (1996). <i>Contemporary philosophy of social science: A multicultural approach</i>. Blackwell Publishers. • Geertz, C. (1973). <i>The interpretation of cultures: Selected essays</i>. Basic books. • Giddens, A. (2021). <i>Sociology</i>. Polity Press. • Habermas, J. (1972). <i>Knowledge and human interests</i>. Beacon Press • Gulbenkian Commission on the Restructuring of the Social Sciences (1996). <i>Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences</i>. United States: Stanford University Press. 	14
<p>Module II: State, Society and Market</p> <p>State of nature and social contract - State, society, market – Labour and private property - power and authority - Social stratification - Discrimination and oppression – Liberty, equality and equity, justice – Social Institutions - socialisation - Policy, law and governance.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Beteille, A. (2002). <i>Equality and Universality: Essays in Social and Political Theory</i>. Oxford University Press. • Heywood, A. (2000). <i>Key concepts in Politics</i>. Palgrave Macmillan. • Kuper, Adam (2005). <i>Social science encyclopaedia</i>. Routledge. • Rawls, J. (1971). <i>A Theory of Justice</i>. Harvard University Press. • Stone, D. (2012). <i>Policy Paradox: The Art of Political Decision Making</i> (3rd ed.). W. W. Norton & Company 	18
<p>Module III: Ideologies</p> <p>Conservatism: Fascism and neofascism right wing populism - Liberalism: Libertarianism, Social Democracy, Keynesianism, Neoliberalism – Socialism and Communism - Democracy and authoritarianism.</p>	16

<p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Heywood, Andrew (2012). <i>Political ideologies: An introduction</i>. Palgrave Macmillan. • Freedon, Michael (2013). <i>Ideology: A Very Short Introduction</i>. Oxford University Press • Boaz, D. (2015). <i>The libertarian mind: A manifesto for freedom</i>. Simon & Schuster. • Griffin, R. (1993). <i>The nature of fascism</i>. Routledge. • Harvey, D. (2005). <i>A brief history of neoliberalism</i>. Oxford University Press • Held, D. (2006). <i>Models of democracy</i> (3rd ed.). Stanford University Press. • Scruton, R. (2017). <i>Conservatism: An invitation to the great tradition</i>. All Points Books 	
<p>Module IV: Key Perspectives and Approaches</p> <p>Positivist – Interpretive - Critical Theory (Frankfurt school) – Systems – Structural functionalist - Modernist and Post Modernist - Feminist – Realist – comparative – Subaltern – political economy - Inter-disciplinary and multi-disciplinary.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Ritzer, G (2004). <i>Sociological theory</i>. McGraw-Hill Education. • Easton, D. (1953). <i>The political system: An inquiry into the state of political science</i>. Alfred A. Knopf. • Easton, David. (1956). <i>A Framework for Political Analysis</i>. Prentice Hall. • Harvey, D. (1990). <i>The condition of postmodernity: An enquiry into the origins of cultural change</i>. Blackwell. • Repko, A. F., Szostak, R., & Buchberger, M. P. (2020). <i>Introduction to interdisciplinary studies</i> (3rd ed.). SAGE Publications. • Spivak, G. C. (1988). <i>Can the subaltern speak?</i> In C. Nelson & L. Grossberg (Eds.), <i>Marxism and the interpretation of culture</i> (pp. 271–313). University of Illinois Press. • Wallerstein, I. (2004). <i>World-systems analysis: An introduction</i>. Duke University Press. 	<p>16</p>

MASED01C05: DISASTER MANAGEMENT

Course Description:

This course offers an in-depth exploration of the principles, phases, and practices of disaster management with a focus on both natural and anthropogenic hazards. Students will critically examine key concepts such as vulnerability, risk, resilience, and mitigation within the disaster management cycle—spanning preparedness to rehabilitation. Emphasis is placed on risk assessment methodologies, institutional frameworks, and the role of local governance in disaster response and recovery. Through applied learning in geospatial tools and community-based strategies, the course equips students with the analytical and operational skills necessary for effective disaster risk reduction and resilience building.

Course Objectives:

- Understand fundamental disaster concepts and definitions, including hazard, vulnerability, resilience, risk, and mitigation.
- Explore disaster management stages preparedness, mitigation, prevention, relief, recovery, and rehabilitation.
- Examine categories of natural and manmade disasters and delve into the origins, causes, and management of natural disasters such as earthquakes, tsunamis, cyclones, floods, and landslides.
- Assess factors affecting vulnerabilities and the role of local governments in disaster preparedness and risk reduction.

Course outcomes:

- After the completion of the course, the students will be able to:
- Identify and explain key concepts in disaster management, including the disaster management cycle and its phases.
- Evaluate the effectiveness of various disaster management strategies across different disaster scenarios.
- Assess the role of local governments and communities in disaster preparedness, response, and recovery efforts.
- Apply geospatial techniques and tools, such as GIS and remote sensing, to disaster risk assessment and management.

Module	Hours
<p>Module 1: Basics of Disaster Management</p> <p>Disaster, hazard, vulnerability, risk, resilience, mitigation; classification of disasters - natural and Man-made disasters. Phases of Disaster Management - Pre-disaster: prevention, preparedness, mitigation. Post - disaster relief, recovery, rehabilitation. Disaster Profile of India: Hazard-prone zones and regional vulnerabilities.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Coppola, D. P. (2015). Introduction to International Disaster Management (3rd Edition). Butterworth-Heinemann. • Smith, K. (2013). Environmental Hazards: Assessing Risk and Reducing Disaster (6th Edition). Routledge. • Sharma, V. K. (2013). Disaster Management: Disaster Risk Reduction and Risk Management Strategy. Springer. • Birkmann, J. (2006). Measuring Vulnerability to Natural Hazards: Towards Disaster Resilient Societies. United Nations University Press. • Shaw, R., & Krishnamurthy, R. R. (2009). Disaster Management: Global Challenges and Local Solutions. Universities Press. • Goyal, R. (2015). Disaster Management in India: Challenges and Strategies. Random Publications. 	8
<p>Module II: Foundation of risk assessment and management</p> <p>Disaster Risk Reduction (DRR) and Disaster Risk Management (DRM) - Evolution, principles, and integration with development. Relief operations, recovery strategies, resilience building. Risk and Vulnerability Assessment - Tools and methods - Hazard mapping, Situation analysis, Post-Disaster Needs Assessment (PDNA), Recovery frameworks, Ecosystem-based DRR. Legal and Institutional Framework - Disaster Management Act, 2005, Role of NDMA and institutional hierarchy.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2014). At risk: Natural hazards, people's vulnerability and disasters. Routledge. • Kayyem, J. (2022). The devil never sleeps: Learning to live in an age of disasters. Public Affairs. • Kreimer, A., & Arnold, M. (Eds.). (2000). Managing disaster risk in emerging economies. World Bank Publications. • Mercer, J., & Kelman, I. (Eds.). (2020). The Routledge handbook of disaster risk reduction including climate change adaptation. Routledge. • Pelling, M., & Wisner, B. (Eds.). (2009). Disaster risk reduction: Cases from urban Africa. Earthscan. 	10

<ul style="list-style-type: none"> • Zhang, X., & Alipour, H. (Eds.). (2020). Resilient smart cities: Risk, vulnerabilities, and transformation. Springer. 	
<p>Module III: Community and Local Governance in Disaster Risk Management</p> <p>Disaster Preparedness at the Local Level - Resource mapping, preparedness exercises, coordination, Local disaster management planning and response systems Climate Action Tools (DCAT) for Local Governments: Practical Training and Drills: Search and rescue techniques, Earthquake evacuation, and fire safety demonstrations.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • National Disaster Management Authority (NDMA). (2014). Community-Based Disaster Preparedness: A Handbook for Task Forces. Government of India. • Haque, C. E. (Ed.). (2012). Disaster Risk and Vulnerability: Mitigation through Mobilizing Communities and Partnerships. McGill-Queen's University Press. • United Nations Department of Economic and Social Affairs. (2023). Effective national to local governance for climate change mitigation and adaptation. • Mitigating Natural Disasters, Phenomena, Effects, and Options, a manual for policymakers and planners, United Nations. New York, 1991. • Tomaszewski, B. (2015). Geographic information systems (GIS) for disaster management. CRC Press. • Showalter, P. S., & Lu, Y. (Eds.). (2010). Geospatial techniques in urban hazard and disaster analysis. Springer. 	14

MASED01C06: BASICS OF SOCIAL ENTREPRENEURSHIP

Course Description:

The course intends to provide the students with working knowledge of the concept of Social Entrepreneurship and Development and the various opportunities & challenges pertaining to it. It enables them to explore social enterprise as an alternative to traditional entrepreneurship. It equips them personally and professionally for meaningful employment by reflecting on the issues of Social Entrepreneurship and Development.

Course objective:

By the end of this course, learners will be able to:

- Understand fundamental concepts and typologies of entrepreneurship and social entrepreneurship.
- Examine various models, theories, and tools that guide entrepreneurial ventures, with a focus on social impact.
- Explore legal, financial, and strategic aspects of launching and scaling a social enterprise.
- Analyze the role of entrepreneurship in societal development through practical examples from India and globally.
- Recognize and evaluate new entrepreneurial opportunities using structured frameworks and case studies.

Course outcomes:

After the completion of the course, the students will be able to:

- Acquire conceptual clarity on entrepreneurship and distinguish between business and social entrepreneurship.
- Apply entrepreneurial frameworks (e.g., Timmons Model, PCDO) in real-world contexts.
- Demonstrate the ability to assess funding options, legal structures, and institutional supports for enterprises.
- Critically analyze and model social entrepreneurial opportunities and ventures.
- Gain exposure to live cases and government schemes, contributing to entrepreneurial ecosystem understanding and development planning.

Modules	Hours
<p>Module I: Entrepreneurial foundations and Social Entrepreneurship</p> <p>Entrepreneur, Entrepreneurship, Social Entrepreneur, Social Entrepreneurship, and Social Enterprise -Concepts and types. Schools of thought in social entrepreneurship. Theories of entrepreneurship – Innovation theory, Risk bearing theory, Economic entrepreneurship theory, psychological theories, sociological theories, resource-based theories. Social Entrepreneurship in developing countries-India and Bangladesh.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Xu, X. (2020). <i>Introduction to Entrepreneurship: Methodologies and Practices</i>. Springer Nature. • Dees, J.G., Emerson, J and Economy,P (2001), <i>Enterprising Nonprofits: A Toolkit for Social Entrepreneurs</i>. Wiley • Singh, A., & Reji, E. M. (Eds.). (2020). <i>Social entrepreneurship and sustainable development</i>. Taylor & Francis. • Bide Amar (2012), <i>Entrepreneurship determinants: culture and capabilities, 12th Edition, EuroStat, European Union</i>, http://ec.europa.eu/eurostat • Gopalkrishnan (2014) <i>The Entrepreneur's Choice: Cases on Family Business in India</i>, New Delhi, Routledge taylor & Francis Group. • Robert A. Philips Margret Benoliel Ritesh Sharma. (2011) <i>Social Entrepreneurship: the next big business opportunity</i> Global Vision Publishing House, New Delhi. • Jill Kickul and Thomas S.Lyons. (2012) <i>Understanding Social Entrepreneurship and Development, the relentless pursuit of mission in an ever changing world</i>, Routledge New York, • Ripsas, S. <i>Towards an Interdisciplinary Theory of Entrepreneurship. Small Business Economics</i> 10, 103–115 (1998) 	12
<p>Module II: Social Entrepreneurship Models and Tools</p> <p>The Timmons Model of the Entrepreneurship Process. The PCDO (The People, Context, Deal, and opportunity) frame work. The Social Entrepreneurship Framework. Toolkit for Social and Environmental Entrepreneurs. SME Toolkit. The Creative Activist Toolkit. Root cause analysis. Sources of finance in Social Enterprises. Avenues for donor-investor / social enterprise partnership.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Praszquier, R., & Nowak, A. (2011). <i>Social entrepreneurship: Theory and practice</i>. Cambridge University Press. • Collavo, T. (2023). <i>Foundations of Social Entrepreneurship: Theory, Practical Tools and Skills</i>. Routledge. • Hammad, A. (2014). <i>Analysis of Timmon's Model for Entrepreneurial Process: A Critical Examination</i>. SSRN 2676804. • Budumuru, U. R., Kolli, N. S., & Vijayabaskar, M. <i>A multi-theoretical approach to identifying mediating & moderating effects of effectual constructs</i> 	16

<p><i>of Social Entrepreneurship, simulated under the PCDO framework. International journal of health sciences, 6(S5), 5152-5173</i></p>	
<p>Module III: Social Enterprises and Competitive Strategy analysis</p> <p>Profit and nonprofit enterprises. Enterprise launching and its procedures. start-ups. Incubation. accessing venture capital. CSR funds. Public Private Partnership. Legal Framework of Social Enterprises. Competitive environment analysis. Cooperative strategy. Government schemes and projects for entrepreneurship development.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Dees, J.G., Emerson, J and Economy, P (2002), <i>Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit</i>. ISBN: 978-0471-15068-8 • Agarwal, S. K. (2008). <i>Corporate social responsibility in India</i>. SAGE Publications. • Agarwal, V. (2012). <i>Start-up city: Ten tales of exceptional entrepreneurship from Bangalore's software miracle</i>. Rupa Publications. • Gopalan, S., & Kamalnath, A. (2015). <i>Social enterprises and the law in India. Indian Journal of Law and Economics</i>, 7(2), 112-138. • Janus, K. K. (2018). <i>Social startup success: How the best nonprofits launch, scale up, and make a difference</i> (1st ed.). Da Capo Lifelong Books. • Kumar, P., & Kumar, M. (2019). <i>Incubators in India: A multilevel analysis. Journal of Entrepreneurship and Innovation</i>, 15(1), 45-63. • Lerner, J., & Gurung, A. (Eds.). (2015). <i>Venture capital and private equity: Indian experience</i>. Oxford University Press. • Mohanty, P. K. (2020). Public-private partnerships in India: Lessons from experiences. <i>Economic and Political Weekly</i>, 55(10), 78-89. • Shukla, M. (2010). <i>Social entrepreneurship in India: Quarter idealism and a pound of pragmatism</i>. SAGE Publications. 	14
<p>Module IV: Recognizing and Modeling New Opportunities</p> <p>Entrepreneurial Opportunity Recognition. Opportunity Evaluation: Discrete Choice Analysis of Financial and Social Entrepreneurial Opportunity Attributes. Modelling the Social Venturing Process.</p> <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • Smith, B. R., Kickul, J. R., & Wilson, F. (2010). <i>Entrepreneurial opportunity evaluation: a discrete choice analysis of financial and social entrepreneurial opportunity attributes</i>. In <i>Values and opportunities in social entrepreneurship</i> (pp. 121-140). London: Palgrave Macmillan UK. • Monllor, J. (2010). <i>Social entrepreneurship: A study on the source and discovery of social opportunities</i>. In <i>Values and opportunities in social entrepreneurship</i> (pp. 99-120). London: Palgrave Macmillan UK. 	14

<ul style="list-style-type: none"> • Perrini, F., & Vurro, C. (2010). <i>Developing an interactive model of social entrepreneurship</i>. In <i>Values and opportunities in social entrepreneurship</i> (pp. 165-180). London: Palgrave Macmillan UK. • Maase, S., & Dorst, K. (2010). <i>Emerging social entrepreneurship: Exploring the development process</i>. In <i>Values and opportunities in social entrepreneurship</i> (pp. 181-199). London: Palgrave Macmillan UK. 	
<p>Module V - Social Enterprises in Practice</p> <p>Categories of social enterprises: Aravind Eye Care System, TERI, Siruthuli, The Self Employment Women's Association (SEWA), Amul, Oasis Movement, SELCO, Goonj, Kudumbasree, Vanasree, SAF Kerala, Punarjeevanam project, Bhartia Samruddhni Investment & Consulting Services (BASIX).</p> <p>Activity – Case study analysis of social enterprises in Kerala.</p> <p>Practicals: Industrial visit and report submission</p>	8

MASED01C07: FIELD STUDY (Level 1)

Course Description

There shall be an intensive 7-day fieldwork module provides students with a practical and immersive experience in the field of social entrepreneurship and development. Participants will engage with social enterprises, community organizations, and development initiatives to tackle real-world challenges, understand enterprise evolution, innovation cycles, stakeholder management and the development impact of entrepreneurial activities. The module bridges theory and practice, nurturing critical thinking, analytical skills, and an empathetic understanding of the entrepreneurial development context.

Overall Objectives:

1. To expose students to the working dynamics of social enterprises and development organizations.
2. To strengthen students' ability to analyze enterprise evolution, innovation, organizational structure, and marketing strategies in a real-world setting.
3. To foster critical understanding of stakeholder engagement, community participation and inclusive development practices.
4. To cultivate ethical field research practices, entrepreneurial thinking, and a commitment to social responsibility.

Expected Learning Outcomes:

Upon successful completion of this module, students will be able to:

1. Conduct enterprise-based research using appropriate fieldwork methodologies.
2. Analyze and interpret organizational data and developmental strategies.
3. Evaluate the impact and sustainability of social entrepreneurship initiatives.
4. Communicate findings effectively through comprehensive written reports and formal presentations.
5. Apply ethical considerations in conducting field-based research.
6. Develop a nuanced understanding of the challenges and innovations in the field of social entrepreneurship and development.

Guideline for conducting fieldwork:

Theme and area: The theme and area of the fieldwork will be decided collectively by in-house faculties and students. The field area should be identified within two months of commencing the semester.

It should be an individual-based study.

Duration: Seven consecutive days (including weekends) at the selected institution/field site.

Fieldwork commencement: Fieldwork commences immediately after the end-of-semester exams or the completion of the classes.

Research Guide: Each student shall be under the supervision of faculty from the parental institution

Data collection instructions: The student shall maintain a diary to record field experiences, meetings, and data collected.

Report style: The report will follow an academic style with the following specifications:

- Page limit: Not less than 40 pages
- Font: Times New Roman
- Size: 12
- Reference style: APA

Report: Two Hard copies of the report shall be submitted within two weeks of completing fieldwork.

Report Presentation: A formal report presentation before the departmental panel.

Internal evaluation: Internal evaluation with maximum 40 marks will be based on the fieldwork experience, report presentation and viva voce. The marks for the presentations will be distributed based on time management, relevance of the topic, presentation skills, content, structure, audience engagement and viva voce.

External evaluation: External evaluation out of maximum 60 marks will be allocated based on the Statement of Objectives, methodology, analysis, findings, recommendations and viva voce. The study will be evaluated by not more than two experts appointed by the university on the recommendations of the HOD.

MODEL QUESTION PAPERS

Reg. No.....

Name.....

FIRST SEMESTER MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

(2025 Admission Onwards)

MASED01C01- -RESEARCH METHODOLOGY

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Differentiate between basic and applied research.
2. Explain the significance of the literature review in the research process.
3. What are the key ethical considerations in social science research?
4. Briefly describe two different probability sampling techniques.
5. Distinguish between primary and secondary data sources, providing one example for each.
6. What is the purpose of scaling techniques in research?

PART B (3x8 = 24 marks)

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Discuss the philosophical foundations of social research, highlighting the key differences between positivism and interpretivism.
2. Elaborate on the process of identifying research problems and formulating effective research questions.
3. Explain the steps involved in developing a conceptual framework and formulating testable hypotheses.
4. Compare and contrast different non-probability sampling techniques, discussing their strengths and limitations.
5. Discuss the various methods of primary data collection, highlighting their suitability for different research objectives.

PART C (3x12 = 36 marks)

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Critically evaluate social science research's nature, scope, and significance in contemporary society.
2. Discuss the different types of research designs commonly used in social science research, providing examples for each.
3. Elaborate on the various measurement and scaling techniques used in social research, explaining their application and limitations.
4. Provide a comprehensive overview of the different qualitative data analysis techniques, discussing their underlying principles and application in social research.
5. Discuss the ethical issues that researchers must consider throughout the research process, from problem formulation to dissemination of findings.

Reg. No.....

Name.....

**FIRST SEMESTER MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
(2025 Admission Onwards)
MASED01C02 -POLITICAL ECONOMY OF DEVELOPMENT IN INDIA**

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. What is political economy?
2. Write a note on B R Ambedkar
3. Explain federalism
4. Discuss License permit raj
5. Briefly explain NITI AYOJ
6. What is demographic dividend?

PART B (3x8 = 24 marks)

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Briefly explain the importance of data privacy and security in contemporary India
2. Describe naxalism in India
3. Write a note on the emergence of new economic order with the introduction of new economic policies
4. Write a short essay on the economic ideas of Mahalanobis
5. Define varna system practiced in India during colonial period

PART C (3x12 = 36 marks)

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Write an essay on the role of working class and peasant movements in the making of contemporary India
2. Critically examine the success and challenges of Kerala's people's plan campaign
3. Discuss the history of land reforms and its socio economic impact in Indian society
4. Examine how the liberalization policies introduced in the NEP of 1991 have contributed to India's economic growth, focusing on key sectors such as IT, manufacturing, and agriculture.
5. Discuss the historical roots, social implications, and contemporary challenges of the caste system in India. How have various social reform movements and government policies attempted to address issues arising from caste-based discrimination?"

Reg. No.....

Name.....

**FIRST SEMESTER MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
(2025 Admission Onwards)**

MASED01C03 -INTRODUCTORY STATISTICS AND DATA ANALYSIS

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Briefly explain different categories of data
2. Explain population and sample
3. Find the mean, median and mode of the following data
2, 3, 6, 3, 9, 2, 2, 4, 3, 8, 10, 5, 8
4. What is the standard deviation of 5, 9, 8, 12, 6, 10, 6, 8?
5. Briefly explain measures of dispersion
6. What is index number

PART B (3x8 = 24 marks)

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Write a note on free softwares available for data analysis and their major functions/features.
2. Explain different types and methods of measuring correlation.
3. Explain simple and multiple regression.
4. Process of chi square test.
5. Explain T test.

PART C (3x12 = 36 marks)

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Elaborate different sampling methods
2. Explain hypothesis testing
3. Explain methods and properties of statistical estimation
4. Find linear regression equation for the following two sets of data

x	2	4	6	8
y	3	7	5	10

5. Calculate Karl Pearson's coefficient of correlation of the following data

X	148	152	165	172	175	178
y	48	48	52	55	58	62

(10*3=30)

Reg. No.....

Name.....

**FIRST SEMESTER MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
(2025 Admission Onwards)**

MASED01C04 - CONCEPTS AND THEORIES OF SOCIAL SCIENCE

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Briefly explain the distinction between epistemology and ontology in the context of social science research.
2. In what ways did the Enlightenment period influence the development of social science disciplines?
3. Differentiate between 'state' and 'society' as key concepts in social sciences.
4. Explain the significance of 'social stratification' in understanding social inequalities.
5. What are the core tenets of liberalism as a political ideology?
6. Briefly describe the ethnographic approach in social science research.

PART B (3x8 = 24 marks)

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Discuss the nature and scope of social sciences, highlighting their unique contribution to understanding the human world.
2. Compare and contrast positivism and interpretivism as dominant paradigms in social science research.
3. Analyze the relationship between 'culture' and 'civilization,' providing relevant examples.
4. Critically examine the concepts of 'equality' and 'equity' in addressing social justice.
5. Explain the key features of Marxism as a social and political ideology.

PART C (3x12 = 36 marks)

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Critically evaluate the major paradigms in social sciences, discussing their strengths and limitations in explaining social phenomena.
2. Analyze the interplay between the 'state,' 'society,' and the 'market' in contemporary social and economic systems.
3. Discuss the evolution and impact of different forms of social division and social stratification (class, caste, race, gender) on social life.
4. Compare and contrast the core principles of liberalism and socialism, highlighting their differing perspectives on the role of the state and individual liberty.
5. Examine the relevance and application of interdisciplinary and multidisciplinary approaches in addressing complex social issues in the 21st century.

Reg. No.....

Name.....

**FIRST SEMESTER MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
(2025 Admission Onwards)**

MASED01C05 - DISASTER MANAGEMENT

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Define hazard and differentiate it from disaster.
2. What is vulnerability in disaster management?
3. Mention any two categories of natural disasters.
4. Name two major components of disaster preparedness.
5. What is meant by community-based disaster management (CBDM)?
6. What are the components of DCAT?

PART B (3x8 = 24 marks)

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Explain the key differences between mitigation, preparedness, and prevention.
2. Describe the role of NDMA in disaster risk reduction.
3. Discuss the causes and management strategies of landslides in India.
4. What are the various tools and methods used for risk and vulnerability assessment?
5. Discuss the importance and methods of Post Disaster Needs Assessment (PDNA).

PART C (3x12 = 36 marks)

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Define disaster and explain the interrelationship between hazard, vulnerability, risk, and resilience with examples.
2. Explain the disaster management cycle, covering both pre-disaster and post-disaster phases with appropriate examples.
3. Elaborate on the different stages of disaster management and their methods.

4. What is the role of technology and coordination in community-based disaster management? Describe the process of disaster management planning at the local level.
5. Describe any two major natural disasters in India and analyze the causes and management strategies.

Reg. No.....
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**FIRST SEMESTER MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
(2025 Admission Onwards)**

MASED01C06- BASICS OF SOCIAL ENTREPRENEURSHIP

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Define social entrepreneurship.
2. What are the characteristics of a successful social entrepreneur?
3. Differentiate between a business and social entrepreneurship.
4. Explain the concept of PPP in social enterprise development.
5. What is the role of CSR in Social Entrepreneurship.
6. Briefly explain PCDO framework.

PART B (3x8 = 24 marks)

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Explain the types of social enterprises with examples.
2. Discuss the significance of the Timmons Model in enterprise creation.
3. Describe the legal forms of social enterprises in India.
4. Examine the various sources of finance available for social enterprises.
5. Discuss the process of opportunity recognition in social entrepreneurship.

PART C (3x12 = 36 marks)

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Elaborate on the different models and toolkits available for social and environmental entrepreneurs.
2. Analyze the entrepreneurial journey and contributions of any two case studies mentioned in the syllabus (e.g., SELCO, SEWA, Goonj).
3. What are the competitive strategies used by social enterprises to sustain themselves? Support your answer with relevant examples.
4. Examine the role of social entrepreneurship in India's development using the cases of Grameen Bank and TERI.
5. Analyze the unique challenges and opportunities faced by social entrepreneurs addressing environmental issues.