KANNUR UNIVERSITY

(Abstract)

MA Social Entrepreneurship and Development Programme (CBSS) in the Institute of Public Policy and Leadership Studies (under KILA) at International Centre for Leadership Studies Campus, Taliparamba - Scheme & Syllabus - Approved for Implementation w. e. f 2022 admission onwards- Orders issued.

ACADEMIC C SECTION

Acad C3/1212/KILA/2022 (II) Dated: 27.01.2023

Read:-1. UO No Acad C1/11460/2013 dated 12/03/2014

2. UOs No Acad C1/11460/2013 dated 05/12/2015,22/02/2016, 29/04/2017 & 01/08/2018

3. UO No Acad A2/8591/KILA-New College/2022-23 dated 29/07/2022

4. Letter No KILA/2021/550/HQ dated 01/09/2022 from Dr Joy Elamon, Director General, KILA, Thrissur

5. Letter of even number dated 05/09/2022

6. Email dated 09/01/2023 from Sukanya. U, Research Associate , KILA, Thrissur

7. Email dated 07/12/2022 from Dr Jiju P Alex, Member, Kerala State Planning Board, Pattom PO, Thiruvananthapuram.

ORDER

1. As per paper read (1) above, the Regulations for PG Programmes under Credit Based Semester System (CBSS) in Affiliated Colleges were implemented in the University w.e.f 2014 admission and certain modifications were effected to the same later, vide paper read (2) above.

2. As per paper read (3) above, Provisional Affiliation was granted to start MA Social Entrepreneurship and Development Programme in the Institute of Public Policy and Leadership Studies (under KILA) at International Centre for Leadership Studies Campus, Taliparamba, in the academic year 2022-23.

3. As per paper read (4) above, Director, KILA submitted the draft Scheme & Syllabus for MA Social Entrepreneurship and Development Programme (CBSS) , prepared in tune with the Regulation for PG Programmes in affiliated colleges w.e.f 2014, along with a panel of two Subject Experts to scrutinize the Syllabus.

4. As per paper read (5) above, Dr Jiju P Alex, Member, State Planning Board and Former Director of Extension, Kerala Agricultural University and Dr Jos Chathukulam, Former Professor, Sri Ramakrishna Hegde Chair on Decentralization and Development, Institute for Social and Economic Change (ISEC), Bengaluru (Currently Director, Centre for Rural Management (CRM), Kottayam) were requested to scrutinize the said syllabus.

5. As per paper read (6) above, Sukanya U, Research Associate, KILA, Thrissur submitted the modified Scheme & syllabus of MA Social Entrepreneurship and Development Programmme (CBSS) after incorporating the suggestions /modifications of the External Subject Expert as per paper rear (7) above.

7. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Chapter III, Section 11(1) of the Kannur University Act 1996 accorded sanction to implement the Scheme & Syllabus of MA Social Entrepreneurship and Development Programme (CBSS) in the Institute of Public Policy and Leadership Studies (under

KILA) at International Centre for Leadership Studies Campus, Taliparamba, w.e.f 2022 admission onwards and to report the same to the Academic Council.

8.T h e Scheme & Syllabus for MA Entrepreneurship and Development Programme (CBSS) are uploaded on the website of the University.

9. Orders are issued accordingly.

Sd/-
Narayanadas K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: 1. Director, KILA, Thrissur

Copy To: 1) The Examination Branch (Through PA to CE)
2) PS to VC/PA to PVC/PA to R
3) DR I/DR II/AR II/AR VIII (Exam) , DR-/ARI/AR II (Acad)
4) Computer Programmer
5) EG 1/EX C I (Exam)
6)The Webmanager (for uploading on the University Website)
7)SF/DF/FC

Forwarded / By Order

SECTION OFFICER

KANNUR UNIVERSITY

M.A. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

(Credit Based Semester System)

Regulations, Curricula, Syllabus and Scheme of Evaluation

(With Effect from 2022 admission)

Kannur University M A Scheme and Syllabus (CBSS) 2022

M.A. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

About the Programme

MA in Social Entrepreneurship and Development, based on Credit Based Semester System (CBSS) is a four-semester programme. The programme aims at enabling the students to recognise the social problems and achieving social change by employing entrepreneurial principles, processes, and operations. They will learn how to design, launch and scale-up successful entrepreneurial ventures with social goals.

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 Specific Outcomes (PSO)

With the successful completion of MA Social Entrepreneurship and Development programme, the student should be able to come out with the following specific outcomes

Outcome No.	Outcome	PSO mapped to PO
PSO1	Explore social enterprise as an alternative to traditional entrepreneurship	1,4
PSO2	Deepen the theoretical and experiential understanding of concepts, strategies and tools of Social Entrepreneurship and Development and social enterprises	2,4
PSO3	Apply conceptual frameworks to create pro-social, for-profit business models	1,2, 3, 4
PSO4	Equip the students to apply Social Entrepreneurship and Development skills in their future pursuits to address social problems	3,4
PSO5	Evaluate social opportunities in different settings and innovate according to specific circumstances and different personal priorities	3,4,5
PSO6	Launch Social Entrepreneurship and Development projects which have high potential of significant positive social	3,4,5

	impact	

Programme Structure

The programme shall include two types of courses:

i. Core courses

ii. Elective courses

There shall be field surveys in first and third semesters respectively, one internship in second semester and a project with dissertation and comprehensive viva voce in fourth semester as core courses. The programmes shall also include assignments, seminars, and class tests. The electives are offered in third and fourth semesters only. The list of courses in the programmes is given in Table1.

Table1

List of Courses, Credit distribution and marks

Semester	Course Code	Title	CR /EC	Credits	Marks		
					CCA	ESA	Total
I	SED1C01	India: Society, Economy, and Polity	CR	(3+1)	20	80	100
	SED1C02	Development, Gender, and Decentralization	CR	(3+1)	20	80	100
	SED1C03	Sustainable Development	CR	(3+1)	20	80	100
	SED1C04	Basics of Social Entrepreneurship and Development	CR	4	20	80	100
	SED1C05	Fundamentals of Management for Social Enterprise	CR	4	20	80	100
		Communication Skills (MOOCs & OPEN)	-	NC& A	-	-	-
	TOTAL			**20**	**100**	**400**	**500**
II	SED2C06	Social Entrepreneurship and Development: Approaches and Models	CR	(3+1)	20	80	100
	SED2C07	Financial Accounting for Social Enterprises	CR	(3+1)	20	80	100
	SED2C08	Resource Mobilization and Business Planning	CR	(3+1)	20	80	100
	SED2C09	Research Methodology	CR	3	20	80	100
	SED2C10	Computer Proficiency for Social Enterprises	CR	3	20	80	100
	SED2C11	Internships	CR	2	40	60	100

	TOTAL		**20**	**140**	**460**	**600**	

III	SED3C12	Marketing for Social Enterprises	CR	(3+1)	20	80	100
	SED3C13	Data analysis and Statistical Packages for Research	CR	(3+1)	20	80	100
	SED3E01	Risk Management in Social Enterprises	EC	(3+1)	20	80	100
	SED3C14	Business Ethics and Social Responsibility	CR	(2+1)	20	80	100
	SED3E02	Project management concepts and techniques	EC	(2+1)	20	80	100
	SED3E03	Dimensions of global change and preparing for the future					
	SED3C15	Field Survey/ Case Study—Level 2*	CR	2	40	60	100
	TOTAL			**20**	**140**	**460**	**600**
IV	SED3C16	Human Resource Development for Social Enterprises	CR	(2+1)	20	80	100
	SED3E04	Social Innovation and Sustainability	EC	(3+1)	20	80	100
	SED3C17	Advocacy and Networking for Social Change	CR	(2+1)	20	80	100
	SED3E05	Human Infrastructure, Communication and Leadership	EC	(3+1)	20	80	100
	SED3C18	Research Project and Comprehensive Viva voce**	CR	(4+2) 6	60	140	200
	TOTAL			**20**	**140**	**460**	**600**
	GRAND TOTAL			**80**	**520**	**1780**	**2300**

**SEM -Semester; CR- Core Course; EC- Elective course*

***Research project and comprehensive viva- voce are two components for evaluation. Total marks of 140 and 0 shall be given for them respectively.*

The total minimum credits required for completing the programme is 80.

Number of Papers, Teaching Hours, and Credit Distribution

Table2 gives the details of it.

Table 2

Number of Papers, Teaching Hours and Credit Distribution

Credit Distribution

Total Hours/week: 25

Total Credit:20

SEM I				**SEM II**			**SEM III**			**SEM IV**		
	No P	Hr/ w	Cr	NoP	Hr/ w	Cr	NoP	Hr/ w	Cr	NoP	Hr/ w	Cr
Theory	5	22	17	5	23	18	5	23	18	4	18	14
Field Survey	1	3	3	0	0	0	1	2	2	0	0	0
Internships	0	0	0	1	2	2	0	0	0	0	0	0
Project viva Voce	0	0	0	0	0	0	0	0	0	1	5	4
Weekly Seminar	0	0	0	0	0	0	0	0	0	1	2	2
Total	**6**	**25**	**20**	**6**	**25**	**20**	**6**	**25**	**20**	**6**	**25**	**20**

*NoP-No of Papers, Hr- Hours per week, Credit- Cr

ADMISSION

Any Graduate with 45% marks is eligible to apply for the course. Marks exemption and reservation for admission are applicable as per University rules.

ATTENDANCE

The students admitted in the P.G. programme shall be required to attend at least 75% percent of the total number of classes (theory/practical) held during each semester. The students having less than prescribed percentage of attendance shall not be allowed to appear for the University examination.

Condonation of shortage of attendance to a maximum of 12 days of the working days in a semester subject to a maximum of two times during the whole period of post graduate programme may be granted by the Vice Chancellor of the University. Benefit of Condonation of attendance will be granted to the students on health grounds, for participating in University Union activities, meeting of the University bodies and participation in other extracurricular activities on production of genuine supporting documents with the recommendation of the Head of the Department concerned. A student who is not eligible for such condonation shall **repeat the course** along with the subsequent batch.

Students who complete the courses and secure the minimum required attendance for all the courses of a semester and register for the university examinations at the end of the semester alone will be promoted to higher semesters.

The students who have attendance within the limit prescribed but could not register for the examination have to apply for the **token registration,** within two weeks of the commencement of the next semester. Attendance of each course will be evaluated (internally) as below.

Table 3

Percentage of marks by Attendance

Attendance	**% of marks for attendance**
Above 90% attendance	100
85 to 89%	80
80 to 84 %	60
76 to 79 %	40
75%	20

EXAMINATION

There shall be University examination at the end of each semester. Project evaluation and Comprehensive (External) viva -Voce shall be conducted at the end of the programme only. Project evaluation and Viva-Voce shall be conducted on *separate days* by two external examiners.

PATTERN OF QUESTIONS

A question paper may contain short answer /annotation type, paragraph type and essay type questions. A general pattern may be followed by the Board of Studies.

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/she shall also submit a detailed scheme of evaluation along with the question paper.

Different types of questions shall possess different marks to quantify their range. Maximum marks can vary from course to course depending on their comparative importance.

EVALUATION AND GRADING

The evaluation scheme for each course, including project shall contain two parts: Continuous assessment (CA) and End Semester Evaluation (ESE). 20 % marks shall be given to CA and the remaining 80 % to ESE. The ratio of marks between internal and external is 1:4 excluding research project and comprehensive viva-voce. Both internal and external evaluation shall be carried out using marks with corresponding grade and grade points in 7-point indirect relative grading system.

CONTINUOUS ASSESSMENT (CA)

This assessment shall be based on pre-determined transparent system involving periodic written tests, assignments, seminars and attendance 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.

Table 4

Various Components of Internal Assessment and mark Allocation

	Components	**% of internal marks without practicals**	**% of internal marks with practicals**
i.	Two test papers	40	20
ii.	Practical	-	40
iii.	Assignments/Book review/debates	20	10

	Seminars/Presentation of case study	20	10
v.	Attendance	20	20

To ensure transparency of the evaluation process, the internal assessment 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.

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 10 working days from the date of the tests.

ASSIGNMENTS

Each student shall be required to do two (2) 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. Punctuality in submission is to be considered.

PRACTICALS

To start with the practical is taken as a component of CC assessment.

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

The results of the CA shall be displayed on the notice board within 5 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 CA shall not be rounded off, if it has a decimal part. The CA 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. There shall be double valuation system of answer books. The average of two valuations shall be taken into account. If there is a variation of more than 10 % of the maximum marks, the answer books shall be valued by a third examiner. The final marks to be awarded shall be the **average of the nearest two** out of **three awarded by the examiners**. After that there shall be no provision for revaluation.

The external evaluation shall be done immediately after the examination preferably in a Centralized Valuation Camp.

End Semester Evaluation in **Practical courses** shall be conducted and evaluated by two examiners- one internal and one external. Duration of practical external examinations shall be decided by the Board of Studies concerned.

The results of the ESE shall be published within 45 days from the date of the last examination.

GRADING SYSTEM

Evaluation (both internal and external) is carried out using Mark system and the grading on the basis of a total internal and external marks will be indicated for each course and for each semester and for the entire programme. The guidelines of grading are as follows.

Table 5

Guidelines for Grading

% of Marks (CA+ESE)	**Grade**		**Range of Grade Points**	**Class**
90 and above	O	Outstanding	9-10	First class with distinction
80 to below 90	A	Excellent	8- 8.99	
70 to below 80	B	Very good	7- 7.99	First class
60 to below 70	C	Good	6- 6.99	
50 to below 60	D	Satisfactory	5- 5.99	Second class
40 to below 50	E	Pass/adequate	4- 4.99	Pass
Below 40	F	Failure	0- 3.99	Fail

S.G.P.A =Sum of credit points of all courses in the semester
Total Credits in that semester

CREDIT POINT = GRADE POINT (G) X CREDIT

C.G.P. A= Sum of credit points of all completed semesters
Total credits acquired

O.G.P.A = Sum of credit points obtained in four semesters
Total credits (80)

PASS CONDITIONS

For the successful completion of a semester, a candidate should pass all course and secure a minimum SGPA of 4. However, a student is permitted to move to the next semester irrespective of his/her SGPA. A student will be permitted to secure a minimum SGPA of 4.00 required for the successful completion of a Semester or to improve his results at ESE of any semester, by reappearing for the ESE of any course of the semester concerned, along with the examinations conducted for the subsequent admission

A CANDIDATE SECURING **E** GRADE WITH **40%** OF AGGREGATE MARKS AND **40%** SEPARATELY FOR CCA & ESE FOR EACH COURSE SHALL BE DECLARED TO HAVE PASSED INTHAT COURSE.

FIELD STUDIES

There are two field studies in the entire programme- one in the first semester and the other in third semester.

FIELD STUDY- LEVEL I
It is intended to conduct in the first semester.

Objective

- To provide student an opportunity to apply theoretical knowledge into practical situations
- To translate theoretical ideas into real life situations

Requirements

- It should be a team study
- The team should consist of 2 to 5 students consisting of female(s) and male(s).
- The team shall conduct experienced field study with the intention of understanding the origin, evolution, innovation cycle, entrepreneurial nature, organizational structure, and marketing strategies of the organization where field study is conducted
- The students should undergo 3 days pre-field training
- There should be minimum 50 hours of field study.
- The team must understand the objective of the selected organization and categorize it as a social/commercial enterprise or both.
- There should be 2 supervisors for a team – one from the selected organization and one from the attached school/department.
- The team need to keep a diary to record their meetings, collected data etc. which shall be signed by the supervisor of the selected organization. Copy of which shall be sent to the supervisor of the school/department every week.
- Every team shall submit a report along with the dairy as mentioned in point 9.
- There should be a formal presentation of the structure of the report and findings of the field before a team of school/departments and external faculty.
- The findings should critically focus on the origin of the enterprise and how it has evolved over a period of time under different circumstances
- The findings must also highlight how far, theory that the students comprehended from the classroom is different from practice

INTERNSHIP

There shall be an internship in second semester. The primary purpose of doing an academic internship is to better understand the theories, ideas, and practices by actively engaging in a "hands-on," work-based, learning experience. In addition, an internship can be an exciting way to learn. The internship can provide the students an opportunity to question and examine the tension between theory and practice. In other words, how does what you read differ from what you observe and experience outside the classroom? An internship is also a time of inquiry. Students can discover new knowledge and understanding for themselves by being curious explorers and investigators during an internship. In-short an internship helps an individual to set the foundations of a career.

Guidelines

- Every student shall undergo an internship for a minimum period of 3 weeks.

- The internship programme will have a definite framework which emphasizes the different skills to be acquired and the observations to be made
- Students can form a group with minimum of two and maximum of four.
- Each group shall identify a teacher in charge for internship/skill training program.
- Each group should take prior permissions from the concerned industrial authority.
- Student should follow all ethical practices and SOP of industry.
- Students must take necessary health and safety precautions as laid by the industry.
- Student should contact his /her academic guide from college on weekly basis to communicate the progress.
- At the end of the stipulated period of internship each student shall produce an internship completion cum attendance certificate and an illustrated report of the training he/she has underwent, duly certified by the in charge.
- Finally, a 15-minute formal presentation of the internship report can be done which may include your individual internship experience.

FIELD STUDY – Level 2

Objective

- To trace out a problem from the field, study it and suggest measures to solve it by means of social entrepreneurship
- It should be an individual based study. Team based study can also allowed but should not exceed three.
- Mixed teams may be encouraged..
- The individual or team shall conduct observational and experienced field study with the intention of understanding the various courses of the first three semesters. However, it should be noted that the individual or team shall not repeat the area(s) selected for field study and internship during the first two semesters.
- Observational method is suggested for identifying the problem of study. Experienced study implies participatory approach in every allowed aspect of the designated institution or field along with personnel there.

- The students should spend 3 to 5 days in the selected institution/ field for finalising the problem of study. It should be practical oriented and finalised problem must be reported to both supervisors belonging to the parental and designated institution.
- There should be a minimum of 50 hours of observation cum experienced field study.
- The individual/ team must state the objectives of the problem of study in the context of selected organization and categorize it as a social, commercial enterprise, public-private or a combination of them.
- There should be two supervisors for an individual/ a team – one from the selected organization and the other from the parental department.
- The individual /team need to keep a diary to record their meetings, collected data etc. which shall be signed by the supervisor of the selected organization. Copy of which shall be sent to the supervisor of the parental department every week.
- Every individual/ team shall submit a report along with the dairy as mentioned in point 9.
- There should be a formal presentation of the structure of the report and findings of the field before a team of parental department and external faculty.
- The findings must highlight how far the collected data addresses the selected problem and the suggestions must evolve from the data analysis and findings.

RESEARCH PROJECT

There shall be a project work with Dissertation to be undertaken by all students in the fourth semester. The Dissertation entails field work, lab work, report, presentation and viva voce. The class hours allotted for project work may be clustered into a single slot so that students can do their work at a center /location for a continuous period of time. However appropriate changes can be made by the concerned Board of studies in this regard.

Project work shall be carried out under the supervision of a teacher in the parent department concerned or prescribed by the department coordinator.

- Students would be required to take an individual assignment with a social entrepreneurial organization or community
- Students would be given a topic that would be of critical importance for the effective functioning of the organization or community.

- Research Project has two parts – Submission of dissertation and Viva voce. Maximum of 200 marks will be given for dissertation.

The project report shall be prepared according to the guidelines approved by the university. Two typed copies of the project report shall be submitted to the Head of the Department, two weeks before the commencement of the ESE of the final semester.

Project layout. No two-project report of any student should be identical, if in case this may lead to the cancellation of the project report by the university.

Arrangement of Contents:

i) The project should be arranged as follows

1. Cover Page and Title Page
2. Bonafide certificate/s
3. Declaration by the student
4. Acknowledgement
5. Table contents
6. List of Tables
7. List of Figures
8. List of symbols, Abbreviations and Nomenclature
9. Chapters
10. Appendices
11. References

ii) Page dimension and typing instruction

The dimension of the project report should be in A4 size. The report should be printed in bond paper and bound using flexible cover of the thick white art paper or spiral binding. The general text of the report should be typed with 1.5 line spacing. The general text shall be typed in the font style 'Times of New Roman' and font size12. The paragraphs should be arranged in justified alignment with margin 1.25" each on Top. Portrait orientation shall be there on Left and right of the page. The content of the report shall be around 40 pages.

iii) A typical specimen of Bonafide Certificate

KANNUR UNIVERSITY

<font style: Times of New Roman- Size 18>

BONAFIDE CERTIFICATE

<font style: Times of New Roman- Size 16>

< font style: Times of New Roman- Size – 14>

Certified that this project report" …… TITLE OF THE PROJECT>……" is the Bonafide work of " …….. NAME OF THE CANDIDATE ……..." who carried out the project work under my supervision.

<Signature of the HoD> < Signature of the Supervisor/ Co Supervisor>

Signature	Signature
Name	Name
Head of the Department	Head of the Department
Academic Designation`	Academic Designation
Department	Department
Seal	Seal

iv) Declaration by the student

DECLARATION

I, ……, hereby declare that project work entitled ……(Title of the Project) ……has been prepared by me and submitted to Kannur University in partial fulfillment of requirement for

the award of Bachelor of ……. Is a record of original work done by me under the supervision of Dr./ Prof …….. of Department of …… college / (Name of Institute)

I also declare that this Project work has not been submitted by me fully or partly for the award of any Degree, Diploma, Title or correction before any authority.

Place: Signature of the student

Date: (Reg. No)

Evaluation of project report

1. The ESE of the project work shall be conducted by two external examiners
2. Evaluation of the Project Report shall be done under mark system
3. The evaluation of the project will be done at two stages.
   i) Continuous/ internal assessment (CA) (Supervising teacher/s will assess the project and award internal marks)
   ii) External evaluation (by external examiners appointed by the University)
4. Marks secured for the project will be awarded to candidates, combining the internal and external marks
5. The internal to external component is to be taken in the ratio 1:4
6. Assessment of different components of project may be taken as below.
7. External Examiners will be appointed by the University from the list of IV semester Board of Examiners in consultation with the Chairperson of the Board for the smooth conduct of the evaluation of project.
8. Internal Assessment should be completed 2 weeks before the last working day of IVth semester.
9. Internal Assessment marks should be published in the department.
10. Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines
11. Submission of the Project report and presence of the student for viva are compulsory for internal evaluation. For external evaluation (for programmes without practical) the Project report submitted by the student shall be evaluated by the external examiners.

No marks shall be awarded to a candidate if she/he fails to submit the Project report for external evaluation.

12. A student shall be declared to pass in the Project report course if she/he secures minimum 40% marks of the aggregate and 40% separately for external
13. The student should get a minimum of 40% marks for pass in the project. In an instance of inability of obtaining a minimum of 40% marks, the Project work may be redone and the report may be submitted along with subsequent examinations through parent department

The breakup of internal marks is given in Table 6.

Table 6

Breakup of internal marks for research project

Internal(Viva) 20% of total	**% of internal marks**
Components	
Punctuality	20
Use of data	20
Scheme/ Organization of report	40
Viva voce	20

The breakup of external marks of research projects is shown in Table 7.

Table 7

Breakup of external marks for research project

External (80%) of Total	**% of External Marks**
Components	
Relevance of the Topic	5
Statement of Objectives	10
Methodology/ Reference/ Bibliography	15
Presentation of Facts/ Figures/ Language Style/ Diagrams etc.	20
Quality of Analysis/ Use of Statistical tools	15
Findings and Recommendations	10
Viva-Voce	25

COMMON VIVA-VOCE

There will be a comprehensives subject viva-voce for which maximum marks than can be awarded will be 60. External examiner will conduct the viva voce.

WEEKLY SEMINAR

There shall be a weekly seminar in all semesters for all programmes. Marks will be awarded at the end of fourth semester only. Two hours should be devoted for this, preferably on Thursday afternoon. There will be invited talks, presentation by students and debates. Two teachers will be in charge of conduct of seminar. Two credits will be given for this core paper in the fourth semester only. The components of evaluation for seminar are as follows:

Table 8

Components of Common Seminar Evaluation

Internal Evaluation of 50 marks	**% of internal marks**
Components	
Presentation/ Debates	50
Question& Answer Session	20
Interaction	20
Punctuality and attendance	10

IMPROVEMENT

A candidate who secures minimum marks (40 %) for a pass in a course will be permitted to write the same examination along with the next batch if he/she desires to improve his/her performance in ESE. If the candidate fails to appear for the improvement examination after registration, or if there is no change/up gradation in the marks after availing the improvement chance, the marks obtained in the first appearance shall be retained. There shall be no improvement chance for the marks obtained in internal assessment. Improvement of a particular semester can be done only once. The student shall avail the improvement chance in the succeeding year along with the subsequent batch.

There will be no supplementary examinations. For re-appearance/ improvement student can appear along with the next batch.

DETAILED SYLLABUS

Semester 1

SED1C01
INDIA: SOCIETY, ECONOMY, AND POLITY

No of Credits:4

Total Teaching Hrs:54

COURSE OBJECTIVES

On completion of this course, the learner will get a good grounding in the background conditions in which policies are formulated, and the influences the society, economy, and polity have in shaping policy. This course will also be foundational, especially for those enrolling in the programme from a non-social science stream.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Demonstrate an understanding of Colonial Rule under the East India Company to comprehend literary and political, discourses in contemporary India	R, U	1,2
O2	Understand the key factors that have powerfully shaped India, and develop a deeper insight into the invisibility and prominence of caste issues in politics and everyday life	R, U	1,2
O3	Apply innovative knowledge and solutions to the challenges after having a deeper understanding of growth and contractions.	U, Ap	1,3
O4	Analyse the political economy of the economic reforms implemented in the 1990s and examine if continuing reforms thereby have become necessary for India in order to achieve inclusive growth and structural transformation.	An, E	3,4,5
O5	Evaluate Indian political systems in a way to understand political factor in the Society and develop a deeper understanding of how political institutions emerge, operate, and interact with their external	An, E	4,5

	environment, and shape individual and collective behavior		

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Modules	**Content mapped to CO number**	**Hours**
Module I: Modern India: A Historical Perspective British Rule in India – Colonial Rule under the East India Company – Crown Rule from 1857 to 1947 – Conditions of the Indian People and Society under Colonial Rule Rise and Growth of Nationalism in India – Moderates and Extremists- Gandhi and the emergence of a mass movement for freedom from colonial role –Role of the Working Class and Peasant movements - Modern Indian Nation State as the product of an anti-colonial struggle uniting people across sentiments of religion, caste, language and region	1,2	13
Module II: Contemporary Indian Society Main features: Large and diverse territory and population- Language, ethnicity, religion and geography as markers of diversity and plurality The Indian Caste System - Untouchability and other forms of caste discrimination/oppression - Caste identity in India - Role of affirmative action/positive discrimination Classes and Class Relations - Dynamics of Caste and Class Relations linked to socio-economic changes Globalization and contemporary Indian Society –Implications for Family and Social Values	1,2	15
Module III: Economic Development in India from 1950 to 1990 Indian Economy at Independence: Population, Education, Health, Agriculture, Industry, Physical and Industrial Infrastructure Economic Growth Patterns: Overall, Agriculture, Industry, Services Human Development Trends Extent of Poverty – Trends in the country and in States Employment and Unemployment – Trends in terms of quality and quantity Introduction to Environment, Development and Displacement Issues in India	2,3	14

Module IV: Indian Economy since 1990 Economic reforms of liberalization, privatization, and globalization - Growth, poverty, employment and unemployment and food security. Introduction of Goods and Service Taxes and its impact The Constitution of India: Evolution, Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy	4	12

Readings:

Chandra, Bipin. (2009). History of Modern India. New Delhi: Orient Blackswan.

Ahuja, R. (1999). Society in India: Concepts, Theories and Recent Trends. Jaipur: Rawat.

Herald, R. M. &Haralambos, M. (2011). Sociology: Themes and Perspectives. Oxford: Oxford University Press.

Madan, T.N. (1991). Religion in India. Oxford: Oxford University Press.

Dreze, J.A. and A.K.Sen (2014), An uncertain glory: India and its contradictions, New Delhi: Penguin Books.

Jalan, Bimal (2004) Indian Economy: Problems and Prospects, New Delhi: Penguin Books.

Kurien, C.T (1992) The Economy: An Interpretative Introduction, New Delhi: Sage Publications.

Kurien, C.T. (1994), Global Capitalism and Indian Economy, New Delhi: Orient Longman.

Vaidyanathan A. (1995), The Indian Economy: Crisis, Response and Prospects, New Delhi: Orient Longman.

Dutt and K.P.M.Sundaram (2006) Indian Economy, New Delhi: Sultan and Chand Company.

Kapila, Raj and Kapila, Uma (2002), India's Economy in the 21st Century. New Delhi: Academic Foundation.

Jayal, Neeraj and Sudha Pai, (2001), Democratic Governance in India, New Delhi: Sage.

Chakrabarty, Bidyut and Rajendra Kumar Pandey(2008) Indian Government and Politics, New Delhi: Sage Publications.

Basu, Durga Das, (2008), Commentary on the Constitution of India, New Delhi: Wadhwa and Company Law Publishers.

Kashyap, Subash. (2005), Our Constitution, New Delhi: National Book Trust.

Johari, JC. (1995). The Constitution of India – A Politico-Legal Study, New Delhi: Sterling Publishers Private Limited.

SED1C02

DEVELOPMENT, GENDER, AND DECENTRALISATION

No of Credits:4

Total Teaching Hrs:54

COURSE OBJECTIVES

The course intends to familiarize the students with the basic and theoretical foundations of Development Economics, Gender and Decentralization. It makes them capable of identifying inequality, the emergence of new forms of inequality, and exclusionary practices too. They will have a clear vision of the perspective of development and decentralization and the challenges in actualizing it.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Demonstrate the understanding of the difference between growth and development and realize the causes and measures of poverty, inequalities, and unemployment	R, U	1,5
O2	Understand a variety of theoretical models and mechanisms and arguments that are relevant for development and poverty issues	U, Ap	1,4,6
O3	Apply social development concepts and principles to enhance the wellbeing of citizens for an inclusive society	Ap, An	2,3
O4	Analyse development policies and projects and interpret its outcome using specific tools for gender analysis and critically evaluate the gender and social inequality challenges in specific development situations, policies, and interventions.	An, E, C	4,6

O5	Evaluate the nature as well as efficiency of the decentralisation concept and elucidate components of a well-designed fiscal decentralized system. Understand the characteristics of decentralized planning paradigm the practical lessons on democratic decentralization in Kerala	E, C	5,6

*R-*Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create*

Modules	Content mapped to CO number	Hours
Module I: Introduction Income and growth- PQLI and HDI - Income Distribution in developing and developed Countries. IHDI - MDI and IHDI in India and Kerala. Poverty-HC Method- Multi Dimensional Poverty- Hunger Index- Genuine Progress Index.	1,2	12
Module II: Theories of Economic Development &Social Development Duality models- a survey investment strategies; a survey- Balanced and Unbalanced growth strategies -Theories of Migration - Political economy of development. Social Development -SDI - Social inequality- Global inequality and social protection - Occupational structure and Social Class- Social Development. Theory and practice-Stages of Economic Growth- Vicious Circle & Poverty by Nurkse- Political Economic Theory (Marx)- Dependency Theory (Neo-Marxist Theory), Feminist Theory – Psychological Theories of Development	2,3,4	16
Module III: Gender Issues and Development Gender Development Index-Women Empowerment - Composition of labour force -Labour force participation- Women's Labour and worker participation rates-wage discrimination and gender discrimination. in workplace - Composition of labour force in informal labour sector.	3,4,5	13
Module IV: Decentralization and Development	3,4,5	13

Growth and decentralisation: one way and two-way causation. Tiebout model—First- and second-generation theory & fiscal decentralization- subsidiary principle-Local government. Autonomy and decentralisation index: fiscal, political, and administrative- Characteristics of decentralized planning paradigm- lessons on democratic decentralization in Kerala- Women in LG's		

References:

Debraj Ray (1998): Development Economics, Princeton University Press,Oxford.

SubartoGhattak (2003): introductionto Development Economics, Routledge.

Marko Kothenbueger (2008): Revisiting the Decentralisation Theorem: On therole of Externalities, Journal of Urban Economics, Vol.64, July, Elsevier.

Robert Ryan and Poual Woods (2015): Decentralisation and Subsidiarity: Concepts and Frameworks for Emerging Economies, Forum of Federations, Occasional Paper no. 15, Ottawa, Canada. Uts.edu.an.

Maksym Ivanyna and Anwar Shah (2012): How Close Is Your Government to Its People? Worldwide Indicators on Localization and Decentralization, Economics E- Journal and Research Gate.

UNDP Annual Reports, UNDP.org

UNDP Gender Equality Strategy: Annual Report 2020, UNDP.org

Reports of National Commission for Minorities, Ministry of Minority Affairs, Govt. of India.

Reports of National Commission for Women, NCW.NIC.in

SED1C03

SUSTAINABLE DEVELOPMENT

No of Credits:4

Total Teaching Hrs:54

COURSE OBJECTIVES

The successful completion of this could enable the learners to identify the complexity and operations of climate governance systems and processes on international, national, and local levels, differentiate between government and Governance, analyze policymaking processes regarding sustainability issues and apply analytical and problem-solving skills to specific sustainable development problems.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Demonstrate the basics of Sustainable Development and understanding the consequences of getting Sustainability	R, U	1,4
O2	Understand how states respond to the challenge of Sustainable Development Goals and Its governance	U, R	1,4
O3	Apply the best available sources to attain the sustainability of the world. It includes the science to adapt in the natural, built, social and economic domains that will enable all actors to take stronger action to adapt to Sustainable development.	Ap, An	2,3
O4	Analyze Institutional and adaptive governance through the lens of climate change. Evaluate to generate evidence on what works and assess progress in SDG implementation	An, E, C	3,4
O5	Demonstrate the basic science and political sphere of Climate Change and how the states respond to the challenges of climate change governance	E, C	5,6
O6	Apply the best available science to adapt in the natural, built, social, and Analyze Institutional and adaptive governance through the lens of Climate change.	E, C	5,6

*R-*Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create*

Modules	**Content mapped to CO number**	**Hours**
Module 1: Sustainable Development **Development –** Meaning, Definition, Characteristics and Importance – Need for Development, **Sustainable Development**: Definition, Meaning and Importance, –Non-Sustainability: Sustainability, Barriers or Challenges of Sustainable Development, Symptoms- Millennium Development Goals – Sustainable Development Goals (SDG): Goals and Indicators and Related Activities	1,4	**8**
Module 2: Introduction to Sustainable Development Goals: An overview of SDGs /Concept of Sustainable Development Goals- Meaning- Definition- Importance –Types- Need and Significance of Sustainable Development Goals – Scope of Sustainable Development Goals- Relevance, Historical Context of Sustainable Development Goals, Status of SDG in India, Kerala: Performance across SDGs India Index Report, Historical Basis: Decentralized planning Process in Kerala	1,4	**8**
Module 3: Introduction to Localising Sustainable Development Goals: Meaning – Definition – Characteristics – Importance – Different Themes – Thematic Approaches – Need for Localising Sustainable Development Goals – Relevance, Localizing SDGs in India Perspectives, Localizing SDGs in Kerala perspectives, Objectives of SDGs localizing Strategy, Local Self Governments and SDGs,	2,3	**8**
Module 4– Institutional framework for Localization of SDGs Approaches and Strategies- National Indicator Frame work (NIF), State Indicator Frame Work (SIF), District Indicator Frame work (DIF), Local Indicator frame work for SDGs in Kerala and India, Key features of Local Indicator Framework (LIF), Building a Data Base for Local Governance, Policy environment for sustainable development	5, 3,4	10
Module 5: Climate Change and Climate Change Governance Meaning and Definition of Climate Change – The Political Ecology – Climate and Environment Policy- Climate	5,6	10

Diplomacy- Climate Risk and Climate Resilience, Climate Change as a Governance Challenge – Societal reach – Scientific uncertainty- distributional and equity linkages- long term frames- global implications-key dimension of Climate Change Governance- problems and resilience- Developing countries- accelerating development approach and Climate Change Governance		
Module 6: Institutional Framework and Climate change Governance **Approaches to Climate Change:** Decentralized Governance-Multi-Stakeholder Governance- Multi-level Governance-Polycentric Governance- Participatory Governance-Community based Governance-adaptive governance-Characteristics of Governance resilient to climate change- Systemic Issues in Governance. **Adaptive Capacity framework** – Policy Coherence and adaptation- Information Sharing and public engagement- Gender and Climate Governance- Governance of climate finance-Collations and Policy Framing- Key sectors- Agriculture- rural economy-land tenure- Energy- city and sub national climate governance	5,6	10

Readings

James Nachbaur, Iri.na Feygina, Elise Lipkowits, Darshan Karwat (2017), Climate Change Resilience: Governance and Reforms (A Report), Arizona State University.

Arabella Fraser and Amy Kirbyshire (2017), Supporting Governance for climate resilience: Working with political institutions, London: Overseas Development, Institute.

Meadowcroft James- Climate Change Governance (2009). Policy Research Working Paper, background paper to World Development Report 2010, May.

Duit, Andreas (2008), The Ecological State: Cross National Patterns of Environmental Governance Regimes, EPIGOV Paper No. 39, Ecologic – Institute for International and European Environmental Policy: Berlin.

Eckersley, R. (2004), *The Green State: Rethinking Democracy and Sovereignty,* Cambridge, MA:MIT Press.

National Climate Change Governance-Topic Guide (2017), GSDRC, International Development Department, College of Social Sciences, University of Birmingham, B15 2TT, UK.

SED1C04

BASICS OF SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

No of Credits:4

Total Teaching Hrs:72

COURSE OBJECTIVE

This course provides students with a knowledge and understanding of the principles of Social Entrepreneurship and Development and makes them aware of how they can apply these skills in their future pursuits to address social problems.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Describe Social Entrepreneurship and Development and distinguish their elements. Create an idea of the transformational benefits offered by Social Entrepreneurship and Development	R, U	1, 2, 5
O2	Understand the qualities, skills and characteristics required for social entrepreneurs to address social problems and gain ability to empower disadvantaged community members	U, Ap	1,3
O3	Apply the theories concepts and techniques in social ventures and structures to bring about sustainable social change.	Ap, An	2,4
O4	Analyse the value of social inclusion within different typologies of social enterprise	An, C	4,6
O5	Evaluate how Social Entrepreneurship and Development can contribute to whole systems healing and how social	E, U	1,5

	entrepreneurs can use capital markets to fund their ventures.		

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Modules	Content mapped to CO number	Hours
Module I: Entrepreneur and Entrepreneurship Meaning, Definition and Concept of Entrepreneur, Types of Entrepreneurs (based on Stages of Economic Development, Attitude and Knowledge, Use of Technology, Ownership) Scale of Entrepreneurs, Theories of entrepreneurship Types of Entrepreneurships –creative entrepreneurship, inclusive entrepreneurship, knowledge entrepreneurship. Entrepreneurial characteristics: Inspiration, creativity, direct action, courage, and fortitude. Functions of an Entrepreneur, Qualities of Successful Entrepreneurs. Social Responsibility of Entrepreneur	1,2,4	16
Module II: Social Entrepreneur, Social Entrepreneurship and Development and Social Enterprises Meaning, definition: social entrepreneur, social entrepreneurship and development, social enterprises. – Differences between business and social entrepreneur- factors impacting transformation into social entrepreneur- Qualities and skills of social entrepreneur- Characteristics of Social Entrepreneur- social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable-The four distinctions of Social Entrepreneurship and Development. Social Entrepreneurship and Development in developing countries and in India.	1,2	13
Module III: Development theories on Social Entrepreneurship The Timmons Model of the Entrepreneurship Process, The PCDO (The People, Context, Deal, and opportunity) framework, The Case Model, The Social Entrepreneurship and Development Framework. Sources of Social Entrepreneurship and Development -Public Sector, Private Sector, Voluntary Sector.	2,3.4	13
Module IV: Forms of Social Enterprises Profit and non-profit Proprietorships – partnership - company Non-Governmental organization - Society – Trust and Company (sec. 25) registration - Factors determining selection of forms of registration. Enterprise launching and its	2,3,4	15

procedures – start-ups – incubation – accessing venture capital – CSR funds - PPP		
Module V: Social Entrepreneurship and Development in Practice Study of different categories of social enterprises- Successful models like Grameen Bank – Aravind Eye Care System's – LEDeG – TERI – PasumaiPayanam, Siruthuli – The Self Employment Women's Association (SEWA) – Amul – Evidence from OASiS, Case Study on SELCO, case study on Annapurna – Goonj—BhartiaSamruddhiInvestment&Consulting Services (BASIX), Narayana Hrudayalaya Institute of Medical Sciences, Technology Informatics Design Endeavour (TIDE) Boundaries of Social Entrepreneurship and Development – Social service provision, Social activism.	3,4,5	15

ESSENTIAL READING:

1. Bide Amar (2012), Entrepreneurship determinants: culture and capabilities, 12th Edition, Euro Stat, European Union, http://ec.europa.eu/eurostat

2. Gopalkrishnan (2014) The Entrepreneur's Choice: Cases on Family Business in India, New Delh, Routledge taylor& Francis Group.

3. Robert A. Philips Margret BonefielRitesh Sharma, Social Entrepreneurship and Development, the next big business opportunity Global Vision Publishing House, New Delhi, 2011

4. Jill Kickul and Thomas S.Lyons, Routledge, Understanding Social Entrepreneurship and Development, the relentless pursuit of mission in an ever changing world, New York, 2012

SED1C05
FUNDAMENTALS OFMANAGEMENT FOR SOCIAL ENTERPRISE

No of Credits:4

Total Teaching Hrs:72

COURSE OBJECTIVE

The purpose of the course is to impart knowledge and skills in the fundamental principles of management, and organizational behaviour in the context of contemporary organisations.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Describe the different schools of thought in management	R,U	1
O2	Demonstrate the understanding of roles and functions of management	U,R	1
O3	Apply the concepts and techniques in planning, organizing, directing, supervising, reviewing, controlling and budgeting to organizational problems and develop optimal managerial decisions.	Ap,U	3,1
O4	Analyse a given organizational problem from the perspective of challenges in leadership, communication, and motivation	An, E	4.5
O5	Evaluate the probable impact of a business decision using the concepts and techniques in planning, organizing, managing change and controlling.	E, U	5,1

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

References:

Modules	Content mapped to CO number	Hours
Module I:Management Definition, nature, scope, and characteristics; Evolution of management concepts**:** Classical Theory,Scientific Management, Management Process or Administrative Management, Bureaucracy, Behavioral Science Approach, Quantitative Approach, Systems Approach, Contingency Approach, Operational Approach; Social responsibility and business ethics.	1,2	13
Module II: Planning Types of Plans, Process, Planning premises &business environment, Strategic Planning, Forecasting, Techniques of Forecasting; Decision-making: Process, Group Decision-making, MBO.	1,2	13
Module III: Organizing Organizational Design, Organization Structure, Types of Organization Structure, Formal and Informal Organization; Staffing: Concept, Objectives of staffing, Manpower planning, Managing Human Resources.	4,5	15
Module IV: Organizational Communication Process, formal and informal communication in workplace, Barriers to Communication, Role of culture in communication, Motivation: Process, theories of motivation, Leadership: concept, early theories, contingency theories	3,4,5	15
Module V: Managing change Resistance to change, models of change management, managing innovation; Controlling: process, budgetary and non-budgetary control techniques; organizational performance: measures, tools for performance measurement. Concept and types of Management Information Systems	4,5	16

1. Robbins, S. P., and Coulter, M., (2021). *Management,* 15th edition. Pearson Education.
2. Koontz, H. and Weihrich, H., (2012). *Essentials of Management: An International and Leadership Perspective*, McGraw Hill Education.
3. Lussier, R. N. (2020) *Management Fundamentals: Concepts, Applications, and Skill Development.* Sage Publications.
4. Chuck,W. and Tripathy Manas Ranjan (2013). *Management: An Innovative approach to learning and teaching*, Cengage Learning.
5. Robbins, S. P., and Judge, T. (2022). *Organizational Behavior*, Pearson.

6. P. C. Tripathi, P. C. and Reddy,P. N. (2021) Principles *of Management,* McGraw Hill.

SEMESTER 2

SED2C06
SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT: APPROACHES AND MODELS

No of Credits:4

Total Teaching Hrs:72

COURSE OBJECTIVE

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 OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Demonstrate where to begin or decide what's next when building a social enterprise. How to get started as the driver of social change through Social Entrepreneurship and Development.	R, U	1,2
O2	Understand competitor's strengths and weaknesses and implement effective strategies that will improve your competitive advantage	U, Ap	2,3
O3	Apply solid financial footing to launch a business and identify variety of investment opportunities to build donor stakeholder trust and acquire funding	Ap, An	3,4
O4	Analyse complex and intractable problems and create effective and innovative solutions	An, E, C	4,5,6
O5	Evaluate innovative measures and use the relevant prospects to generate social returns that solve social problems.	E, C	5,6

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

References:

Modules	Content mapped to CO number	Hours
Module I: Social Entrepreneurship and Development Toolkit for Social and Environmental Entrepreneurs -- SME Toolkit -- The Creative Activist Toolkit -- Root cause analysis	1,3	10
Module II: Competitive Strategy Understanding competitive environment --Assessing strengths and weakness--Cooperative strategy: Building networks, partnership and alliance -- Leading, retaining and rewarding people entrepreneurially	2,4	16
Module III: Approaches to Donor Organizations and Investors Identifying increased avenues for donor-investor / social enterprise partnership-- Getting ready for the entrepreneurial donor's involvement -- Challenges in maintaining donor investment -- Ending charity – implications	3,4	15
Module IV: Models and Techniques of Decision Making Decision making - models and techniques of decision making and implementation - Problem Solving techniques - Elaborate Decision making as Soft Skill-Benefits of Soft Skill training in Business-Ways to Train Your Employees on Soft Skills-Decision Support Systems	4,5	15
Module V: Recognizing and Modeling New Opportunities Opportunity Recognition & Study on the Source and Discovery of Social Opportunities --Entrepreneurial Opportunity Evaluation: A Discrete Choice Analysis of Financial and Social Entrepreneurial Opportunity Attributes -- Modelling the Social Venturing Process	4,5	16

1. Dees, J.G., Emerson, J and Economy, P (2001), *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*. Wiley.

2. Dees, J.G., Emerson, J and Economy, P (2002), Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit. ISBN: 978-0-471-15068-8

3. Jeff Butterfield,Soft Skills for Everyone,Cengage Learning India, 2011

4.Robert A. Philips, Margret BonefielRitesh Sharma, Social Entrepreneurship and Development, the next big business opportunity, Global Vision Publishing House, New Delhi, 2011

SED2C07

FINANCIAL ACCOUNTING FOR SOCIAL ENTERPRISES

(With Practicals)

No of Credits:4

Total Teaching Hrs:72

PAPER DESCRIPTION

The primary objective of this course is to acquaint the students with the fundamental concepts underlying accounting, finance, management, marketing, and economics. They will be able to recognize commonly used financial statements, their components and how information from business transactions flows into these statements It also equips them with the skills to analyse and solve business problems and take advantage of business opportunities.

PAPER OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Demonstrate an understanding of the principles of accrual accounting	R, U	1,5
O2	Understand the rules and sub-division of ledger and use it to track down necessary information and errors	U, Ap	1,4,6
O3	Apply the knowledge of financial statement to understand a company's past strategy, forecast future results, assess credit worthiness	Ap, An	2,3
O4	Analyse accounting treatment for forfeiture of shares issued at par, at discount and at premium	An, E, C	4,6
O5	Evaluate annual report of a company to decipher the actual condition of a company.	E, C	5,6

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Modules	Content mapped to CO number	Hours
Module I: Basic Accounting Concepts Introduction to accounting – basic accounting terms – basis of accounting – accounting principles – accounting standards – double entry system and accounting equation.	1,2,3	15
Module II: Journal, Ledger and Trial Balance Journal: Classification of Acccounts- Double Entry System, Rules of Journalising, Meaning of Journal- Format of Journal- Simple and Compound Journal Entries Ledger: Meaning- Format- Mechanics of Posting- Balancing of various Ledger Accounts- Practical Problems on Journal and Ledgers Trail Balance: Meaning-Objectives- Advantages and Limitations **Practicals**: # Create a model for basic Journal Entry # Journalise any company transaction and post them into appropriate Ledger Accounts	2,4	16
Module III: Final Accounts and Concept of Trading, Profit and Loss Account and Balance Sheet Capital and Revenue Expenditure/ Income- Provisions and Resources- Financial Statement of a Sole Trader- Preparation of Financial Statement with necessary adjustments- Marshalling of Balance Sheet **Practicals**: #Prepare a Trading and Profit and Loss Statement #Prepare a Trading and Profit and Loss Account- Balance Sheet	2,4	13
Module IV: Rectification of Errors Classification of Errors- Rectification of Errors- Points to remember while Rectifying the Errors- Errors which affect the agreement of trail balance- Errors not affecting the agreement of trail balance- Suspense Account- Rectification in a subsequent accounting period. **Practicals**: #Solve Rectification of Errors	4,5	13
Module V: Additional Practicals on topics in Module 2,3,4 Go to the websites of different companies and pick up information and do additional practicals and prepare a report onthe performance of segments of the companies chosen.	4,5	15

Books for Reference:

1. Shantosh A. Dash, SudharshanSahu and Bal K.Ranjan: A New Approach to Financial Accounting, S. Chand, Delhi.
2. P.C.Tulsian and Bharat Tulsian: Tulsian's Financial Accounting for B.Com, S. Chand, Delhi.

3. Monilal Das, ChandrimaBanerjee:Principles Of Accounts, ABS Publishing House

SED2C08

RESOURCE MOBILISATION AND BUSINESS PLANNING

(With Practicals)

No of Credits:4

Total Teaching Hrs:72

Modules	Content mapped to CO number	
Module I: Resource Mobilisation and Approaches Resource Mobilization – Definition, Elements, Importance, Principles, Types (Human, Social, Physical, Economic and Financial Resources). Problems in Resource Mobilisation, Mechanisms of Resource Mobilization, Resource Mobilisation Framework-The Resource Mobilization Pyramid and the 80–20 Rule, Importance of building Partnerships in Resource Mobilization, Legal issues in Resource Mobilization- Resource Mobilisation VS Fund Raising	1,2	14
Module II: Introduction to Business Planning	1,2,3	16

COURSE OBJECTIVE

The primary objective of this course is to acquaint the students with the fundamentals of business plan layout. It specifically aims at introducing them to the basic concepts of entrepreneurship and market research. It inculcates deep innovative thinking, collaborative leadership, and various qualities.

COURSE OUTCOMES

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

CO		Cognitive Level*	CO mapped to PSO number
O1	Remember the importance of entrepreneurship development and capture the essence and qualities required to be an entrepreneur	R, U	1,4
O2	Understand how business plan lay out the milestones one must reach so as to build a profitable small business.	U, AP	2,3
O3	Apply market research to evaluate the feasibility of a new product or service and decide launching a new product, service, or even a new marketing campaign	Ap, U	3,2
O4	Analyse different sources of funding that allows them to invest in research & development (R&D) to fend off the competition	An, Ap	3,4
O5	Evaluate business plan to ensure it continues to meet its needs. Understand that regular review is a good way for showing direction and commitment to employees, customers, and suppliers.	E, U	5,1

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Business Plan: Introduction, Sample Case and General Outline. Defining the purpose, identifying customers and markets, describing products and services, setting strategies and tactics, developing the Plan, describing the company/venture, structuring the organization, building a management team, refining the business proposition, conducting feasibility analyses and outlining implementation. An overview of the business plan. Opportunity and market analysis. Competitive advantage of small businesses.		
Unit III: Role of Individuals and Institutions in Resource Mobilisation Community Resource Mobilisation Strategy: Financial resources, In-kind Material Donations, In-kind Intellectual Services, and Space. Local Resource Mobilisation Strategy: Role of Individual, Role of Local organisation's, Role of Social Media, Events- Fund Raising/ Concerts. Factors Motivating Resource Providers	1,2,3	16
Module IV: Planning for your Venture, Decisions, Market: Market Survey Paths to Small Business Ownership. The New Venture Business Plan, Role, need and preparation of the business plan - Developing the details of the business plan - The Marketing and Sales Plan- The Product Development Process and Operations.	2,3	16
Module V: Practicals **Activity**: 1. Create a practical and solid resource mobilization plan 2. Write a Business Plan: Executive Summary, Vision & Mission, Company & Product, Overview, Service & Product Strategy, Marketing & Sales Plan,Pricing Strategy, Operations Plan, About Management Team, Financials Assumptions, Funds Required & Uses.	4,5	10

REFERENCES

Griffin, M, (2015). How to write a Business Plan: A step by step guide to create a plan that gets results. American Management Association.

Harvard (2007): Creating a Business Plan: Expert Solutions to Everyday Challenges, Harvard Business School Press

Ford et al. (2007): The Ernst & Young Business Plan Guide, John Wiley & Sons

Sahlmann (2008): How to Write a Great Business Plan, Harvard Business School Press.

Brown (2015): Writing A Business Plan that Works: Create a Winning Business Plan and Strategy For Your Start-up Business, CreateSpace

Dorf, R.C., (2007). Technology Ventures: From Idea to Enterprise with Student DVD. 2nd Edition. McGraw-Hill Higher Education.

O'Donnell, M., (1998). The Business Plan: Step by Step. 3rd Edition. UND Center for Innovation.

Free condensed copy found in: http://www.startupbiz.com/Tools/Business_Plan_Workbook_CONDENSED.pdf

SUGGESTED READINGS:

- Berry, T., (2004). Hurdle: The Book of Business Planning, Palo Alto Software, ISBN 0-9712185-0-1
- Blackwell, E, (2004). How to prepare a Business Plan, The Sunday Times.
- Ferreras, F. & Hernandez, A (2019). Entrepreneurial competences in a higher education Business Plan course, Education + Training, Vol 61 N° 7/8 Emerald Publishing.
- Farooq, M. (2019). Business Plan template: Answer the questions, complete your Business Plan. Linkowing University Press.
- Galai, D. &Hilel, L. (2016). How to create a successful Business Plan: for entrepreneurs, scientists, managers and students. New Jersey Scientific.
- Kishore, J., (2012). Success of Business Plan development course. The Journal of Health Administration Education, Spring edition. Carnegie Mellon University.
- Nunn, L. & McGuire, B. (2010). The importance of a good Business Plan , Journal of Business & Economic Research, Vol 8 N°2.
- O'Donnell, M., (1998). The Business Plan: Step by Step. 3rd Edition. UND Center for Innovation
- Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation, Wiley Publishers (2010), ISBN 978-0470-87641-1.
- Reynolds, G. (2013). Presentation Zen, New Riders Publ. ISBN 978-0321934154
- Sahlman, W. (1997). How to write a great Business Plan. Harvard Business Review.
- Thompson, A. (2003). Overview of a Business Plan. Murdoch Business School.

SED2C09

RESEARCH METHODOLOGY

Modules	Content mapped to curriculum	Hours
(With Practicals)		No of Credits:3
Module I: Research Preliminaries and Problem Formulation	1,2	Total Teaching Hrs:54

COURSE OBJECTIVE

The primary objective of this course is to acquaint the students with the fundamentals of research methods. It specifically aims at introducing them to the basic concepts used in research, scientific research methods and their approach. It includes discussions on sampling techniques, research designs and techniques of analysis. It provides them applied knowledge and skills that are required to undertake research.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Remember the basic framework of research process and be able to formulate research problem and develop a sufficiently coherent research design	R, U	1,5
O2	Understand qualitative, quantitative, measurement & scaling techniques and develop basic awareness of data analysis, including descriptive & inferential measures	U,Ap	1,4
O3	Apply the different sampling methods for designing and selecting a sample from a population	Ap, An	2,3
O4	Analyse the data using statistical packages	An, Ec	4,5
O5	Evaluate a research report and take initiatives for publication of a research report.	E, C	5,6

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Social Science Research Meaning- Types of research- Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical - Identification of research gaps and needs Selection of the topic, Literature Review and formulation of the research problem-Theoretical Framework in research - Research design-exploratory, explanatory, ex post facto, descriptive and hypothesis-testing research studies, Research ethics		
Module II: Research Design - Sampling and Data Sources Research Design-Nature of and Classification of design – Developing an appropriate research design – Issues of validity and reliability - Qualitative, Quantitative, and mixed methods of research Sampling design- Types- Probability Sampling**:** Simple random**,** Systematic, Stratified, Multi-stage, Cluster and Area Sampling Non-Probability Sampling: Accidental, Purposive, Quota and Snowball sampling-Sampling Bias Data types and sources-Biases in data collection Hypothesis testing- Procedure of Hypothesis testing- Parametric and Non- Parametric test.	2,4	12
Module III- Tools and Techniques of Research **Questionnaire, check list, rating scale, schedule, interview,** **Practical** – Preparation of Questionnaire, check list, rating scale, - Mock Interview Method- Mock Delphi Method	4,5	13
Module IV: Research Report Research report-Structure of the research report- Modern Language Association (MLA) and American Psychological Association (APA) guidelines. Ethics in publication, plagiarism.	3,4,5	15

Core Texts:

- Cooper, D., Schindler, P., Sharma, J. (2018). Business research methods, 12th ed. McGraw-Hill
- C R Kothari, 2004 Research Methodology, Methods and Techniques, New Age International.
- Kumar, R. (2014). Research methodology: A step by step guide for beginners, 4th ed. Sage Publications.

No of Credits:3

Total Teaching Hrs:54

SED2C10

COMPUTER PROFICIENCY FOR SOCIAL ENTERPRISES

COURSE OBJECTIVE

The course aims to introduce the students to the concept of information systems and the use of information technology for improved organizational performance. It provides an overview of designing and using information systems for enterprise applications, data driven decisions and managing information function, and security. The course also equips students with basic skills in using MS Excel for enhanced personal productivity at workplace.

Modules	Content mapped to CO number	Hours
Module I: Introduction to Information Systems	1,2	9

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Recall concepts and applications of Information systems, networks, DBMS, ERP, and system analysis and design.	R, Ap	1,3
O2	To understand the importance and use of IT in modern day organizations; To explain the basic theories, concepts, methods, and terminology used in information systems.	U, Ap. E	1.3,5
O3	Apply Excel functions and features to perform basic calculations, format spreadsheets, create reports and data visualizations using charts and graphs	Ap.An	3,4
O4	Analyse how information systems & technology may improve an organization's performance, including improving organizational processes, decision-making, and personal productivity.	An, E, C	4,5,6
O5	Evaluate the benefits and limitations of enterprise systems and decisions support systems; To evaluate the business case for IT and information systems for enhanced business value.	E, C	5,6

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Organization, Management and technology dimensions, Role of Information systems in business firms, Organizing IS function in firms; Strategic information systems and Business strategy; Ethical issues and challenges in IS; IT Infrastructure: Hardware platforms, Operating system platforms, Enterprise applications, Database management applications, Networks, Internet platforms, System integration.		
Module II: Management of data Database concepts, Data warehousing and mining, data models;Data Mining: tools and techniques;Decision support systems; Business intelligence, Knowledge management systems. Artificial intelligence and machine learning.	1,2,4	6
Module III: ERP Implementation- Planning, Analyzing and Designing Systems and Software applications, Supply chain management, Customer relationship management, cloud technology applications, E-governance, Digital transformation of business. System analysis, requirement determination, requirement specifications, System design, methodologies for modelling and designing; Information security; Information systems control and audit; Block chain technology and business applications.	3,4	6
Module IV: Introduction to business analytics: Data analytics concept, types, applications; Data Visualization Techniques and tools; MS Excel Basics: Basic Excel skills: Functions and Formula (SUM, COUNT functions, Descriptive statistics functions, logical functions, Basic functions for editing text; Creating Charts; Pivot Table applications for creating reports and analyzing data; Advanced Filters and AutoFilters; Formulae and Cell references; VLOOKUP and HLOOKUP; Data validation, Goal seek; Basic Statistical analysis of data analysis using Excel Tool Pak.	1,2,4,5	9

References:

1. O' Brien, J. A., &Marakas, G. M. (2013). *Management Information Systems*. McGraw-Hill Irwin.
2. Laudon, K. C., & Laudon, J. P. (2015). *Management Information Systems*. Pearson Education India.
3. Sadagopan, S.(2014). *Management Information Systems*. Prentice Hall India
4. Alexander, M., Kusleika, R. &Walkenbach, J. (2019). *Excel 2019 Bible.* Wiley.
5. Pearlson, K. E., Saunders, C. S., &Galletta, D. F. (2016). *Managing and Using Information Systems: A Strategic Approach*. John Wiley & Sons.
6. Lemahieu, W., Vanden Broucke, S., &Baesens, B. (2018). *Principles of Database Management: The Practical Guide to Storing, Managing and Analyzing Big and Small Data*. Cambridge University Press.
7. Kroenke, D. M., & Boyle, R. (2013). *Using Mis*. Pearson.
8. Dennis, A. (2012). *Systems Analysis and Design*. John Wiley & Sons.

No of Credits:4

SEMESTER 3

Total Teaching Hrs:72

SED3C12

MARKETING FOR SOCIAL ENTERPRISES

(With Practicals)

COURSE OBJECTIVE

This course offers an introduction to social marketing and Social Entrepreneurship and Development, including key concepts, an overview of the field, and tools to get started as a changemaker. Students will learn how to innovate and design new ideas and new organizational forms to implement those ideas. It will allow them to think systematically, bring up an innovative solution; assess risk, competitive performance and spread impact in a way that is financially sustainable.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Remember the marketing function and the role it plays in achieving organisational success both in commercial and non-commercial settings	R, E	1,5
O2	Understand firm's external and internal marketing environment to identify and prioritise appropriate marketing strategies	U, An	2,3
O3	Apply consumer behaviour to marketing activities and explore the effect of product design dimensions on consumer	Ap, U	2,3,4
O4	Analyse brand reputation and identity customer experience and market trends to develop an effective marketing communication strategy	An, E	4,6
O5	Evaluate the success of marketing on the basis of pricing and promotion strategies	E, C	5,6

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Modules	Content mapped to CO number	Hours
Module I: Introduction Markets and marketing. Nature and channels of commercial marketing-. Social marketing, Commercial marketing and Social Media Marketing- Principles and scope of social marketing. An adaptation of commercial marketing- Bottom line – Voluntary Behaviour. Entrepreneurial Development for social Enterprise – A successful social marketing for organisation.	1,2	15
Module II: Marketing: Strategies and Planning Evaluating social marketing scenario - How to develop socially sensitive interventions -- Strategies: marketing plan, segmentation, targeting and positioning - Extension of market, Product development and diversification - Community based social marketing. Social marketing. Criteria of Social marketing-- Planning and Designing markets for social innovation.	3,4,5	15
Module III: Designing of Product/Services for Social Enterprises Ethical aspects in designing products for service-- Nature of consumer behaviour and preferences. Ps in Marketing Behaviour-- Product strategy- design process - Branding, local. branding. **Activity**: Apply consumer behavior concepts to marketing problems that are likely to involve consumer consumption, with identity and lifestyle implications	4,5	13
Module IV: Marketing Communications Determinants of Communications decisions-- Communication media - Practice of social technology for marketing and Digital Marketing-- Marketing Communication and its integration. **Activity**- Choose a new product launched in market and offer recommendations on how well the product can be marketed	3,4	13
Module V: Price, Sales and Promotion Strategies in pricing and promotion - monetary and non-monetary incentives-- Managing distributions channel - social franchising-- Ethical trade principles in pricing and promotion. Default choice, Anchoring, mental accounting, and promotion in	3,4,5	16

social marketing. Nature and importance of sales promotion, role of sales promotion in marketing, Forms of sales promotions, Major tools of sales promotion **Practicals:** Choose any business unit and assign a pricing strategy that suits the business requirement		

Basic Reading

Andreasen (2006). Social Marketing in the 21st century SAGE Publications.

Lee and Kotler (2016): Social marketing: Changing behaviours for Good, SAGE publications USA. ISBN: 9781 452292144

Philip Kotlier and Gerald Zalman (1971). Social Marketing, An approach to planned social change. Journal of Marketing, Vol. 35.

Peter E. Earl (2018): Richard H. Thaler: A Model Prize for Behavioural Economics, Review of Political economy, Vol.30, No.2,

Alan R. Anderson (); Social Marketing: Its Definition and Domain, Journal of Public Policy and Marketing, American Marketing Association, Venture Well .org/wp

Kotlier and Anderson (1987): Strategic Marketing for Non-Profit Organisation, Prentice Hall Ltd.

SED3C13

DATA ANALYSIS AND STATISTICAL PACKAGES FOR RESEARCH

(With Practicals)

COURSE OBJECTIVE

The primary objective of this course is to acquaint the students with the fundamentals of social science research. It enables them to define the type and quantity of data that is to be collected. It specially enables them to organise and summarize the data and draw conclusions from it, developing solid analytical skills.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Demonstrate the concepts of social science research. Remember the various methods to conduct social science research.	R, Ap	1,2
O2	Understand the process and vibrant solutions that operations research can create and use it to address the various concerns that impact business	R, U	1,2,3
O3	Apply theories, and business knowledge to the data collected for business analysis	Ap, An	2,3,4
O4	Analyse research data to find answers to the questions raised	An, U	3,2
O5	Evaluate the data using an adequate data analysis platform and present it in a way that is comprehensible	E	5

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Paper Objective	Content mapped to CO number	Hours
Module I: Operational research Decision making with O.R: Linear Programming: Formulation of	1,2,3	14

the problem; Methods of solution, Applications of LPP in Industry and Management. Transportation Problem: Formulation; Methods of solution (Initial solution by North-West Corner Rule, least cost method & Vogel's method; test of optimality, MODI method for final solution). Assignment problem: Enumeration method, Hungarian method; Multiple optimal solutions; Restrictions on assignments; Unbalanced problems; Travelling Salesman problem – Queuing Theory: M/M/1 Queue; Standard problems.		
Module II: Data preparation Data preparation– Editing, Coding, Classification and Tabulation - Data analysis - Testing goodness of fit of data - Cronbach's Alpha - Parametric and Non-Parametric tests - Multivariate analysis - Analysis of Dependence -Interdependence - Multiple Regression Analysis - Discriminant analysis - Factor Analysis - Cluster Analysis **Practicals**: Choose any topic and collect data from various secondary data source and store the data in an appropriate file format for subsequent analysis	2,3,4,5	12
Module III: Statistical Packages and Data Processing Processing of survey data, entering, editing and Coding. Measurement scales- Sources of error - Use of statistical packages (SPSS) for data analysis –Bivariate analysis –Cross tabulations and Chi-square and t test.(Using MS EXCEL/SPSS), Correlation, regression – simple and multiple- Interpretation and presentation of data. Understanding SPSS, R, R^2,MATLAB, SAS and Minitab **Practicals**: Analyse, Characterise and summarize the data set using tables and plots where appropriate and interpret any analysis results which are produced.	2,3,4,5	14
Module IV: Practicals ADDITIONAL PRACTICALS Review any two of the articles listed your own choice. Each review should be no more than one page. Reviews should consist of: • **Summary**: What was the objective of the study? Summarize the hypothesis, design methodology, analysis approach, and major findings. (This is to check whether you understood the study.) • **Research Design**: Was the research design appropriate for the study? Provide your reasoning for both sound and	3,4,5	14

unsound aspects. • **Statistical Analysis**: Was the statistical analysis sound? Provide your reasoning for both sound and unsound aspects.		

REFERENCES

- Babbie Earl (2008), The Basics of Social Research, Printed at Thomson Higher Education, USA.
- Biber Sharlene N.H and Leavy Patricia (2011), The Practice of Qualitative Research, Second Edition, Los Angeles: Sage Publications.
- Blalkie, N. (2010) Designing Social Research. 2nd Edition, Cambridge: Polity Press.
- Burton Dawn (2000), Research Training for Social Scientists, New Delhi: Sage Publications. 5. Cargan Leonard. (2008), Doing Social Research, New Delhi: Rawat Publications. 6. Jackson L. Sherri, (2009), Research Methods and Statistics, New Delhi: Rawat Publications.

No of Credits:4

SED3E01 Total Teaching Hrs:72

RISK MANAGEMENT IN SOCIAL ENTERPRISES

(With Practicals)

COURSE OBJECTIVE

The course offers a systematic solution to equip students with critical and creative thinking in identifying, assessing, and controlling risk. It makes them capable of determining the dimensions of performance and risk relevant to social enterprises. They will have the ability to formulate risk management packages, in specific situations, which are fully compatible with overall business strategy

COURSE OUTCOMES

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

Course Learning Outcome	**Cognitive Level**	**Course Learning Outcome**
CLO1	Remember	Demonstrate the effectiveness of systematic risk management.
CLO2	Understand	Understand the concept of risk and identify ways to reduce riskand minimize their impact on the business
CLO3	Apply	Apply the principles of risk management to identify the risks that reside within any social enterprise and the losses that might create one-off costs
CLO4	Analyse	Analyse market dynamics and define strategies to reduce risk, reduce unforeseen losses, increase market efficiency, and develop an early warning system to prevent market failure.
CLO5	Evaluate	Evaluate and quantify risk to generate data that can be used to address corresponding risks

References

Modules	Content mapped to CO number	Hours
Module I: Introduction to Risk Management Meaning, Definition of Risk Management, Risk and Uncertainty, Types and sources of Risk and methods of handling Risk--Risk Management Approaches and Methods, Monitoring the Risk Management Program, Risk Reporting Process – Internal/ External, Risk Management Organization Structure Risk Management Objectives and Need – Need and Rationale for Risk- Risk Management by Individuals and Corporations- Integrated risk management system functions	1,3	15
Module II: Risk Measurement Risk Control Risk, Financing Techniques-Risk Management Decision Methods-Pooling Arrangements and Diversification of Risk. Properties and limitations of common risk measures - Value at Risk (VaR), Tail Value at Risk (TVaR), Probability of ruin, Expected shortfall **Activity**: prepare a risk management plan that identifies potential risks and mention risk management strategies.	2,4	14
Module III: Risk Management in Social Enterprises Risk management –tools and techniques for identifying and managing credit and counterparty risk Understanding the cost of Risk in social enterprise -Governance issues including market conduct, audit, and legal risk and capital calculation, roles, and responsibilities of all stakeholders	3,4	14
Module IV: Practicles **Activity**: Work out examples of both good risk management practices and of risk- failures of social enterprises and how better risk management might have prevented these failures.	4,5	14
Module V: Issues and Financial Analysis in Risk Management Advanced Issues in Risk Management: The Changing Scope of Risk Management-Insurance Market Dynamics-Loss Forecasting-Financial Analysis in Risk Management - Decision Making Other Risk Management Tools **Activity**: Prepare a chart displaying various types of insurance. Identify and explain suitable insurance policy creating various hypothetical situations	4,5	15

Aven and Renn (2013) Risk Management and Governance- Concepts, Guidelines and Approaches, Springer, New York.

Stulz (2003), Risk Management and derivatives, South -Western Publishing, New Delhi.

Further Reading:

Chambers and Quissin (2001), Uncertainly, Product, Choice and Agency – The State Contingentapproach, Cambridge University Press, U.S.A.

Scott E. Harrington, Gregory R Niehaus, (2007), Risk Management and Insurance, Second Edition, Tata McGraw Hill Publishing Company Limited, New Delhi.

No of Credits:3

Total Teaching Hrs:72

SED3C14

BUSINESS ETHICS AND SOCIAL RESPONSIBILITY

(With Practicals)

PAPER DESCRIPTION

The course intends to provide the students with basic understanding and best practices of business ethics. It provides them with skills to recognise and resolve ethical issues in business. It enhances their awareness of ethical conduct in doing business and that of the community

PAPER OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Remember basic concepts of business ethics and its role in business, entrepreneurship, and sustainability in business	R,U	1,2
O2	Understand ethical principles in the process of personal as well as professional decision-making	U,An	1,3
O3	Apply ethical theory and practice to business management	AP, U	3,2
O4	Analyse the role of business in society, the extent to which a business takes strategic steps to fulfil its various responsibilities	An, E	1,3,5
O5	Evaluate the risks and opportunities of climate change and its mitigation to ensure their long-term resilience and success of any business	E,An	5,3,2

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Modules	Content mapped to CO number	Hours
Module I: Introduction to Business Ethics Understanding the concept of ethics-- the positive-normative distinction- global ethics- values-morals-morality-cultural relativism- universalism- cosmopolitanism- communitarianism-virtue. Relationship between ethics and business. Levels of business ethics. Relevance and its importance. Importance of Ethics for sustainability in business.	1,2	14
Module II: Ethical Decision Making Decision making process for ethics. Understanding the ethical decisionmaking process-Personal and professional decision making. Ethical decision making: employer responsibilities and employee rights. Developing an ethical culture.	1,2,3	13
Module III: Ethical Theory and Its Application to Business Contexts Rational Ethical Theories- utilitarian ethics- Kantian ethics and Virtue ethics. consequentialism-contractualist ethics- veil of ignorance-deontological ethics-categorical imperative-universalism- universalization test-discourse ethics Moral philosophy and methods for ethical decision making-Application of ethical theory to case analysis and ethical decision making in business. More ethical theories: ethics of care, Rawlsian ethics, discourse ethics	2,3,4	15
Module IV: Social Responsibility Framework Definition. Ethics as a dimension of social responsibility, Development of social responsibility. Ethics and Social Cost. Global nature of social responsibility. Benefits of social responsibility. Framework for studying social responsibility **Activity**: Discuss ways in whichyou can recognize an ethical organization	2,4	14
Module V: Business in a Globalised World The process of globalisation. The benefits and costs of globalisation. Doing Business in a Diverse world. Collaborative Partnerships for Global problem solving Global Environmental And Climate Ethics--Kyoto Protocol-	4,5	16

IPCC, global warming- SDGs—MDGs- Bjorn Lomborg,- precautionary principle, principle of common but differentiated responsibilities-polluter's pay principle- Club of Rome- renewable resources, non-renewable resources, carrying capacity, zero population growth, Hardin-population escalator- neo-traditionalists- modernists-theory of democratic transition- doubling time. **Activity:** List out contemporary ways in which global problems such as climate change and biodiversity loss can be tackled in a just and equitable manner		

REFERENCE

- Business Ethics Methods and Application- Christian U Becker (2019)
- Ref: Business and Society A strategic Approach to Social Responsibility and Ethics 6th edition Ferrell Thorne Ferrell (2018)
- Business Ethics Decision making for personal integrity and Social responsibility 5th edition, Laura P Hartman, Joseph DesJardins and Chris Mac Donald
- Ref: Business and Society Stake holders, Ethics, Public Policy 16th edition by Anne T Lawrence, James Weber (2019).
- Chandler, D., & Werther, W. B. (2014). Strategic corporate social responsibility: stakeholders, globalization, and sustainable value creation (3. ed). Thousand Oaks: Sage Publ.

SED3E02

PROJECT MANAGEMENT CONCEPTS AND TECHNIQUES

Modules	Content mapped to CO number	Hours
Module I: Basic concepts Project, Project Management, the role of the project manager, project management body of knowledge, commercial vs Social	1,2	13

COURSE OBJECTIVE

The course intends to provide understanding of basic project management principles and to develop skills in using appropriate techniques for effectively managing projects from conception to execution

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Identify and describe the key phases of project management.	R, U	1,4
O2	Demonstrate understanding of project scoping, work definition, and work breakdown structure (WBS)	U, An	2, 3
O3	Carry out a project feasibility analysis and prepare project schedules and progress analysis.	Ap, E	4,6
O4	Analyse the complex tasks of time estimation and project scheduling, including PERT and CPM	An, U	3,1
O5	Evaluate the cost benefit analysis of various decision options; perform risk analysis with respect to each proposed solution and arrive at the most feasible alternative. Generate project financing options and project plans based on a new idea.	E, C	5,6

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Entrepreneurship and Development projects, Project Triad, Project Lifecycle, Project Stake holders, Project Management process. Project organizational structures		
Module II: Project selection Project feasibility, numeric and non-numeric models of project selection, models in financial evaluation of projects, economic value added, social value added, project portfolio	1,2	12
Module III: Project life cycle Sample life cycles, including traditional versus agile: Project planning: Project charter, project plan, Work Breakdown Structure, project schedule, Network Diagrams, Critical chain approach, Preparing the Budget.	2,3	13
Module IV: Project Execution, Monitoring and Control Resource allocation and resource management, project organization, managing changes to scope and schedule, understanding team dynamics, and managing resources effectively, risk management: identifying and quantifying risks, creating a risk-response plan, monitoring and controlling risks, project communication Project Progress reporting, Earned value approach, Project control, Change Management, project closure, project auditing	3,4	16

References:

1. Pinto, J. K. (2020). *Project Management: Achieving Competitive Advantage*, 5/e, Pearson Education.

2. Kerzner, H. (2022*). Project management: a Systems Approach to Planning, Scheduling, and Controlling*. 13/e, John Wiley & Sons.

3. Horine, G. (2014) *Project Management Absolute Beginner's Guide*, Pearson Education

4. Larson, E.W. and Gray, C. (2021). *Project Management,* 8/e, McGraw Hill.

5. Cobb, C. G. (2011). Making Sense of Agile Project Management: Balancing Control and Agility. John Wiley & Sons.

6. Meredith, J. R., & Mantel Jr, S. J. (2011). Project Management: A ManagerialApproach. JohnWiley& Sons.

7. A Guide to the Project Management Body of Knowledge (PMBOK Guide), Sixth Edition, Project Management Institute, 2017.

SED3E03
DIMENSIONS OF GLOBAL CHANGE AND PREPARING FOR THE FUTURE

Course Description

This course shall act as the right platform for participants to conceive the way world is changing, future is shaping up and identify possible areas to connect self as a relevant participant in the new world. The course would also prepare the attendees with clarity about future and to relate their academic specialization to the most suitable career prospects.

Course Outcome

After completion of this course the participants will be able to:

Number	Course Outcome	Cognitive Level	Outcome is mapped to unit number:
1	Demonstrate perfectunderstanding about the way world is progressing now, major factors driving changes and top influencers of change.	R, U	1, 2
2	Be clear on potential changes in science, technology, law and the geo political systems and how these changes influence human life.	R, U	1,2
3	Understand the discussions and perspectives on the demand for re-orienting Attitude, Skill and Knowledge for the future. Also, develop enhanced precision on the way humans should shape selves to be relevant in future. ?	R, U, Ap	2,3,4
4	Develop an actionable plan to position self in the changing global landscape.	Ap, An, E, C	1,2,3,4,5
5	Apply the understanding on Future Dimensions in executing professional roles, personal planning and social beingness.	Ap, An, E, C	1,2,3,4,5

R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

Unit	Unit & Objective	Content Mapped to Course Outcome	Hours
1	**Global Change: Direction, Dimension, Drivers and Influencers** ○ The major areas in which the world is experiencing phenomenal changes which can lead to quantum shifts. ○ The changes happening in technology,lifestyle, geo-political equations, Economy and Culture. ○ Developments powered by the 4th industrial revolution in the field of drivers and Influencers such as Artificial Intelligence, Crypto Currency, Blockchain, Robotics, Modern Bio-sciences, quantum computing, Astro Studies and Big Data. ○ Key stakeholders in mobilization of the world towards future: Ideas, People, Organizations.	1,2,5	15
2	**Impact of Change in Human Life: Professional, Personal, Social, Political, Existential** ○ Common avenues in which the changes happening around the world would potentially make an impact. ○ Different dimensions through which the multiple facets of life get impacted by the changes happening around the world. ○ The systems and processes that bring change to life. ○ Role of governments, enterprises, Start-ups and other institutions in channelizing the potential of change to the direction of development.	1,2,5	12
3	**Miraculous Future: Nature, Possibilities and Methods to Keep us Relevant in Future** ○ Different thoughts and arguments about the nature and shape of future. ○ What are the possibilities and challenges each person should anticipate? ○ What make humans relevant in the future too. ○ How to shape ourselves in synchronization with the demands of future. ○ Bringing clarity from chaos.	3,4,5	15
4	**Future of Employment: Trends, Emerging Fields, Finding the Suitable Spot** ○ How the world of employment would be re-shaped	4,5	11

	in future. ○ Attributes which impact careers and employment. ○ The power struggle between existing nature of careers and future technologies. ○ Building symbiotic relationship between human and machine. ○ Finding suitable spot for each person through deep analysis. ○ Building the next 5 years plan for each person to navigate to the future.		
5	**Developing perspectives, attitudes and Skills for Future: Areas to Improve, Factors to Develop and Techniques to Enhance the Vital Attributes** ○ Skillset and Mindset on demand in the future. ○ Scientific analysis and understanding of the skillset and mindset gap. ○ Global tools and techniques to develop skillset to adapt each person to the demands of future. ○ Building the plan to develop mindset and skillset to support the 5-year plan.	4,5	10

Reading and Reference

Acemoglu, D. and Autor, D. (2011). Skills, tasks and technologies: Implications for employment and earnings. *Handbook of labour economics*, vol. 4, pp. 1043–1171.

Acemoglu, D. and Robinson, J. (2012). *Why nations fail: the origins of power, prosperity, and poverty*. Random House Digital, Inc.

Ackerman, E. and Guizzo, E. (2011). 5 technologies that will shape the web. *Spectrum,* IEEE, vol. 48, no. 6, pp. 40–45.

Breslow, L., Pritchard, D.E., DeBoer, J., Stump, G.S., Ho, A.D. and Seaton, D. (2013). Studying learning in the worldwide classroom: Research into edx's first mooc. *Research & Practice in Assessment*, vol. 8, pp. 13–25.

Brynjolfsson, E. and McAfee, A. (2011). *Race against the machine: How the digital revolution is accelerating innovation, driving productivity, and irre- versibly transforming employment and the economy*. Digital Frontier Press Lexington, MA.

Clark, G. (2008). *A farewell to alms: a brief economic history of the world*. Princeton University Press.

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Hanson, R. (2001). Economic growth given machine intelligence. *Technical Report, University of California, Berkeley*.

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Assessment

The course can be assessed based on two essays the participants choose to write from four topics given to them and the course work they prepare in the form of a plan for their future.

Modules SEMESTER 4 SED3C15 HUMAN RESOURCE DEVELOPMENT FOR SOCIAL ENTERPRISES	Content mapped to CO number	Hours
Module I: Concept of HRM Objectives, Nature and Scope of HRM- Difference between HRM and HRD- Human Resource Management in India and present day scenario. Strategic HRM, skills and competencies of HR professionals.	1,2	
Module II: Human Resource Planning and Development Human Resource Planning-Forecasting-Job Analysis	2,3,4	14

COURSE OBJECTIVE

The course will help students understand HR function from a strategic perspective. The course introduces concepts and techniques related to the design and implementation of human resource management tasks in major HR functions.

COURSE OUTCOMES

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

CO	Module Outcome
O1	Abilityto recallthebasicconceptsandtermsrelatedtoHumanResourceplanning,strategicHRM,recruitment,trainingandeve.
O2	Enabletheincumbentstounderstandcomprehensivelytheconceptsdeliveredattheremembrance level to make ther
O3	Develop application skills in HRM based on theunderstanding of the different contents delivered toapplythem
O4	Impart skills to analyse human resource practices toexplore and establish relationships in the areas ofhumanre
O5	Make the students capable to evaluate the impact ofhuman resource management practices on businessperfor

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Recruitment-Selection-Induction and Socialization TrainingandDevelopment-TrainingNeedAnalysis-TypesofTraining-TrainingEvaluation-EmployeeDevelopment-MentoringandCoaching		
Module III: Performance and Rewards Management PerformanceAppraisalandManagement-ChallengesinAppraisal-ChangingtrendsinPerformanceManagement-SuccessionPlanning-Employeecounselling. TheoryofWages-SalaryandWageAdministration-JobEvaluation-ExecutiveCompensation-EmployeeBenefitsandIncentives	3,4,5	14
Module IV: Employee Relations and Welfare Industrial Relations-Trade Unions, Collective Bargaining and Workers' Participation in Management- Grievance Handling-Sexual Harassment at the workplace. Stress Management- Worklife Balance- Employee safety	2,4	13

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SED3E04

SOCIAL INNOVATION AND SUSTAINABILITY

No of Credits:4

Total Teaching Hrs:72

(With Practicals)

COURSE OBJECTIVE

The primary objective of this course is to acquaint the students with the current issues and anticipated trends in sustainability, social innovation, and the changing role of business in society. It specifically aims to develop the skills and knowledge needed to transform both society and enterprises into more sustainable practices. It includes discussions on how value is created through social innovation and enterprise as well as the associated challenges and opportunities for the future.

Modules	Content mapped to CO number	Hours
Module I: Introduction to Social Innovation Meaning, Core definitions, Elements and Features of social innovation. Social Entrepreneur and Entrepreneurship. Difference between the concepts of Social Entrepreneurship Social Enterprise, and Social Economy.	1,2	13
Module II: Process of Social Innovation Social Innovation Process: Prompts – Proposals – Prototypes – Sustaining scaling and Systematic change. Connecting People, Ideas and Resources: Innovation Intermediaries – champions – Teams-Hubs – Institution – Network and Platforms. Different Ways of Supporting Social Innovation in the Public Social – In the Third Sector – In the Private Sector – In the Market Economy through the Household	1,2,3	15

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Demonstrate social innovation and Social Entrepreneurship and Market Economy through the holistic and integrated perspective, providing an elucidation of the different perspectives quoting from the real-world examples	R,U	1,5
O2	Understand different stages of the innovation process and use it to deduce consequences to manage the specific phases of the innovation process	U, An	1,4,6
O3	Apply the concept to connote improve and sustain a healthy development process	An, Ec	4,6
O4	Analyse the importance of sustainability in Social Innovation and derive conclusions from cases studies	An, E, C	4,5,6
O5	Evaluate the environmental and business case for sustainability and reflect on the possible trajectories for the advancement of the sustainability agenda.	E,C	5,6

Economy. **Activity:** Draw examples from real world and discuss why social and sustainable innovation is the need of the hour		
Module III: Understanding Sustainability Evolution of Concept of Sustainable Development, Definition and Concept of Sustainable Development -Limits of Growth -Silent Spring -Kyoto Protocol -Dimensions of Sustainable Development -Environmental Ethics -The rationale for MDGs and its link with Sustainable Development.	2,3	13
Module IV: Social Innovation and Sustainability Methods, Approaches and Pillars of sustainability- Need and Importance of sustainability in Social Innovation- Case studies from National and International efforts in the area of social innovation and its sustainability. Innovative approaches to support the implementation of the Sustainable Development Goals. **Activity:** Assess a registered operational company and check if they integrate sustainability into their operations	3,4	15
Module V: Social Innovation to Drive Corporate Sustainability Relation Between Ethics and Innovation, The Interdependence of CSR and Social Innovation, Social Entrepreneurs as Main Drivers of Social Innovation, Accounting for Social Innovations: Measuring Intangible Impact, Social Innovation for Decarbonisation. Interplay between social value, entrepreneurship, and sustainability- Challenges of building a sustainable social enterprise.	4,5	16

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No of Credits:3

Total Teaching Hrs:54

SED3C17

ADVOCACY AND NETWORKING FOR SOCIAL CHANGE

(With Practicals)

COURSE OBJECTIVE

The primary objective of this course is to acquaint the students with the understanding of how networking can drive social change and provide strategies for becoming an effective policy advocate. It inculcates the ability to analyse any social issues using perspectives of advocates and

create policy advocacy campaign for the betterment of the society.

COURSE OUTCOMES

Modules After the completion of the course, the students will be able to:		Content mapped to CO number	Hours
CO	**Module Outcome**	**Cognitive Level***	**CO mapped to PSO number**
	Module I: Introduction	1,2	11
O1	Remember the concept of advocacy and networking and how its principles work	R, An	1
O2	Understand how advocacy strategies can influence the opinions and decisions of people and organisations.	U	1
O3	Apply networking to empower an individual, group or a community and realise how it has become one of the effective tools in bringing political change.	Ap, Ev	4,6
	Module II: Advocacy and Networking Concept-Forms of advocacy- Advocacy Services-Grassroots Advocacy-The Strategic Plan-Building an Advocacy Plan-Successful Advocacy Efforts-Networking-Role of social workers in Advocacy and networking- Stakeholders in Advocacy Work	1,2,3	13
O4	Analyse how advocacy by groups, movements and lobbying professionals shapes policy, and it will address important debates about how such interests are mobilized and maintained.	An	4
O5	Evaluate advocacy strategies, campaigns and their effectiveness to achieve the desired results	E	5

Activity: Design an advocacy campaign plan to fix your village/home issues

*R-*Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Module III: Networking Meaning of networking -Characteristics of a Network- Forms of Networking- Aims of networking- Tools and Strategies of Networking -Challenges with networking- Opportunities of networking- Essentials of Effective Networking- Network and Coalitions- Mobilizing Support- strengths based practices and networking **Activity**: Generate examples in as to how networking can fuel young people to change the world	2,3,4	14
Module IV: Advocacy Practice and Models Advocacy & Lobbying- Slacktivism-Lobbying Tactics-Digital Advocacy Rules -Digital network- Designing an Advocacy Campaign-Selecting appropriate advocacy tools- Kingdon's Open Policy Window-Evaluating Advocacy Campaign-Measuring Success-Assessing Advocacy and Policy Change Effort Rights based approaches and Social Changes- Preconditions of Advocacy for Social Change- Governance and Advocacy-Advocacy model - Advocacy Approach: People-Centered Advocacy- Key Principles- Benefits and Challenges	4,5	16

Reference

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SED3E05

No of Credits:4

Total Teaching Hrs:72

HUMAN INFRASTRUCTURE, COMMUNICATION AND LEADERSHIP

COURSE OBJECTIVE

This course is intended to bring clarity in participants about the factors to be developed to become relevant in the new world. The course also aims to guide the participants to adopt the right steps for enhancing these attributes to emerge as future ready.

Course Outcome

After completion of this course the participants will be able to:

Number	Course Outcome	Cognitive Level	Outcome is mapped to unit number:
1	Demonstrate perfect understanding about the Mindset and Human Skillset required to lead successful personal, professional and social life in the new world.	R, U	1,2
2	Be clear on the current level of mental and skill attributes and realize the gap.	R, U	1,2
3	Get exposed to the global practices, methods and techniques to enhance the attributes to bridge the gap.	R, U, An	3,4,5,6
4	Make a detailed plan with execution modalities to develop the mental and skill attributes required to be ready for the future.	Ap, An, E, C	7
5	Able to apply the acquired attributes in personal, professional and social life.	Ap, C	1,2,3,4,5,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

SYLLABUS

Unit	Unit &Objective	Content Mapped to Course Outcome	Hours
1	**Human Infrastructure: Attitude, Mindset, Emotional Intelligence and Skills**	1,2	5

	○ The concept and importance of human infrastructure in the new world. ○ The 'Demanding' Future: Changing landscape of mindset and skill demand ○ Understand and analyze the gap between current position and the expected level.		
2	**The mindset: Focus, Positivity, GRIT, Emotional Intelligence and Flexibility.** ○ Appropriate mindset and mental framework to adapt to the dynamics of the new world. ○ Methods to enhance Focus,GRIT, Emotional Intelligence and Flexibility. ○ How to apply development in mindset during different scenarios in life.	3, 5	12
3	**Communication, Presentation and Professional Discussion Skills** ○ Verbal and non-verbal communication ○ Preparation and delivery of professional presentations ○ Preparation and participation in professional discussions	3, 5	8
4	**Group and team work, interpersonal dynamics and relationship management** ○ Different personality types and traits ○ Dynamics of interpersonal relationships ○ Approaches and methods for effective group and team work	3, 5	12
5	**Scenario Analysis, Planning, Problem Solving and Decision Making** ○ Developing strong understanding on analyzing, conceiving and interpreting scenarios to derive meaning out of complexities. ○ Different approaches to solve problems ○ Systematic process of decision making ○ Sub-conscious biases, self-sensitization and possible methods to be un-biased while solving problems and taking decisions.	3, 5	10
6	**Leadership for future** ○ Role of leaders in future ○ Leading the 'unknown' generation ○ Mindset to build leadership in a brick-by-brick manner. ○ International perspectives about leadership and its	3, 5	15

	function within modern institutions/organizations.		
7	**Plan Development:** ○ Design a 2-year action plan to develop and sharpen the most optimum mindset and skillset to be ready for the future. ○ Develop the ability to implement the plan to ensure continuous growth and development.	4	8

Reading and Reference

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Assessment

The participants can be rightly assessed through a ‘Case analysis and Presentation’ as well as the comprehensiveness & clarity of plan developed for future development.