



KANNUR UNIVERSITY
കണ്ണൂർ സർവകലാശാല

(Abstract)

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

ACADEMIC C SECTION

ACAD C5/1212/KILA/2022 (II)

Dated: 09.01.2026

Read:-1. Minutes of the meetings of Expert Committee held on 20.01.2025 and 14.05.2025
2. U.O No Acad C5/1212/KILA/2022 (II) dt:12-09-2025
3. Remarks received from the Dean - Faculty of Social Sciences via email dt: 06-10-2025
4. Minutes of the meeting of the Standing Committee of Academic Council held on 05.12.2025
5. Orders of Vice Chancellor in the file of even number dated :01.01.2026

ORDER

1. The meeting of the Expert Committee constituted to draft the syllabus of MA Social Entrepreneurship and Development Programme in line with the PG Regulations of Affiliated colleges of 2023, finalised the whole semester Scheme, Syllabus and Model Question papers of MA Social Entrepreneurship and Development Programme vide paper read (1) above, and the Convener of the committee forwarded the draft syllabus for approval and implementation w.e.f 2025 admission at Institute of Public Policy and Leadership Studies, Taliparamba (under KILA)
2. Subsequently, vide paper read (2) above, the scheme, syllabus and model question papers of first semester courses alone were approved, and thereafter as per the orders, the remaining second to fourth semester syllabi were forwarded to the Dean Faculty of Social Sciences for obtaining the remarks
3. Vide paper read (3) above, the Dean - Faculty of Social Sciences recommended to approve the Syllabi.
4. Considering the matter, Vice Chancellor has ordered to Place the second to fourth semester Syllabi of MA Social Entrepreneurship and Development Programme before the Standing Committee of the Academic Council for consideration.
5. Subsequently, the Standing Committee of the Academic Council, considered the Syllabus, and vide paper read (4) above, recommended to approve the second to fourth semester Scheme, Syllabus and Model Question Papers of MA Social Entrepreneurship and Development Programme w.e.f 2025 admission .
6. The Vice Chancellor, after considering the recommendation of the Standing Committee of the Academic Council, and in exercise the powers of the Academic Council, conferred under Section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with **approved Scheme, Syllabus and Model Question Papers of second to fourth semester Courses of MA Social Entrepreneurship and Development Programme, and accorded sanction to implement the same in the Institute of Public Policy and Leadership**



Studies (under KILA), Taliparamba, w.e.f 2025 admission, subject to reporting to the Academic Council

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

Orders are issued accordingly.

Sd/-

Jisha K P
Assistant Registrar II
For REGISTRAR

To: 1. Director, KILA

Copy To: 1) The Controller of Examinations (Through PA to CE)
2) PS to VC/PA to R
3) EG 1/EX C I/AR I/ JR II/AR II (Exam)
4) AR/DR (Academic)
5) The Web Manager / Computer Programme
6) SF/DF/FC

Forwarded / By Order


SECTION OFFICER


KV



SYLLABUS

AND MODEL QUESTION PAPERS

MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

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

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



KANNUR UNIVERSITY

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

Preface

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

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

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



Dr.Ashokan. A
Convener, Expert Committee
Kannur University



KANNUR UNIVERSITY

Syllabus for M.A. Social Entrepreneurship and Development

About the Programme

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

Programme Outcomes (PO)

The programme is intended to cater to the following outcomes:

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

Programme Structure

The programme includes two types of courses:

- i. Core courses
- ii. Elective courses

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

List of Courses, Credit distribution and marks

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

Semester II

Course Code	Course Title	Core/Elective	Credit	Instructional hours/week	Tutorial/cont. hours/week	Instructional hours/Semester	Internal Marks	End Sem. Marks	Total
MASED02C08	Development, Gender and Decentralisation	Core	3	3	1	64 (16 x 4)	20	80	100
MASED02C09	Constitution of India	Core	3	3	-	48 (16 x 3)	20	80	100
MASED02C10	Sustainable Development	Core	3	3	-	48 (16 x 3)	20	80	100
MASED02C11	Fundamentals of Management	Core	3	3	1	64 (16 x 4)	20	80	100
MASED02C12	Marketing for Social Enterprises	Core	3	3	1	64 (16 x 4)	20	80	100
MASED02E01	Dimensions of Global Change and Preparing for the future	Elective	3	3	1	64 (16 x 4)	20	80	100
MASED02E02	Kerala's Development Experience								
MASED02C13	Internship	Core	2	-	1	16 (16 x 1)	40	60	100
	Weekly Seminar			2		32 (16 x 2)			
Total			20	20	5	400	160	540	700

Total Credit for Core: 17 Total Credits for Elective: 3

Semester III

Course Code	Course Title	Core /Elective	Credit	Instructional hours /week	Tutoria l/contact hours /week	Instructi onal hours /Semester	Intern al Marks	End Sem. Marks	Total
MASED03C14	Human Resource Development for Social Enterprises	Core	4	4	1	80 (16 x 5)	20	80	100
MASED03C15	Financial Management and Accounting	Core	4	3	1	64 (16 x 4)	20	80	100
MASED03C16	Information Systems and Technology	Core	3	3	1	64 (16 x 4)	20	80	100
MASED03C17	Project management	Core	4	4	1	80 (16 x 5)	20	80	100
MASED03E03	Business Ethics and Social Responsibility	Elective	3	3	1	64 (16 x 4)	20	80	100
MASED03E04	Business Environment								
MASED03C18	Field Study Level -2	Core	2	1	0	16 (16 x 1)	40	60	100
	Weekly Seminar			2		32 (16 x 2)			
		Total	20	20	5	400	140	460	600

Total Credit for Core: 17 Total Credits for Electives: 3

Semester IV

Course Code	Course Title	Core/Elective	Credit	Instructional hours /week	Tutoria l/contact hours /week	Instruct ional hours /Semester	Internal Marks	End Sem. Mar ks	Total
MASED04C19	Resource Mobilisation and Business Planning	Core	3	4	1	80 (16 x 5)	20	80	100
MASED04C20	Social Innovation and Technology	Core	3	3	1	64 (16 x 4)	20	80	100
MASED04 E05	Advocacy and Networking for Social Change	Elective	3	3	1	64 (16 x 4)	20	80	100
MASED04E06	Human Infrastructure, Communication and Leadership	Elective	3	4	1	80 (16 x 5)	20	80	100
MASED04C21	Research Project and Comprehensive Viva voce	Core	6	4	1	80 (16 x 5)	20	80	100
MASED04C22	Course Viva voce	Core	2	-	-	-		100	100
	Weekly Seminar			2		32 (16 x 2)			
Total			20	20	5	400	100	500	600

Total Credit for Core : 14 Total Credit for Elective : 6

Number of Papers, Teaching Hours, and Credit Distribution

Number of Papers, Teaching Hours and Credit Distribution

Credit Distribution												
	SEM I			SEM II			SEM III			SEM IV		
	NoP	Hr/w	Cr	NoP	Hr/w	Cr	NoP	Hr/w	Cr	NoP	Hr/w	Cr
Theory	6	22	18	6	22	18	5	22	18	4	18	12
Field Study	1	1	2	0	0	0	1	1	2	0	0	0
Internship	0	0	0	1	1	2	0	0	0	0	0	0
Project	0	0	0	0	0	0	0	0	0	1	5	6
Viva Voce	0	0	0	0	0	0	0	0	0	1	0	2
Weekly Seminar	0	2	0	0	2	0	0	2	0	0	2	0
Total	7	25	20	7	25	20	6	25	20	6	25	20

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

EVALUATION AND GRADING

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

CONTINUOUS EVALUATION (CE)

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

Various Components of Internal Assessment and mark Allocation of Theory papers

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

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

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

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

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

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

TESTS

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

ASSIGNMENTS

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

PRACTICALS

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

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

END SEMESTER EVALUATION (ESE):

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

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

Field study

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

Internship

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

Project Evaluation

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

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

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

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

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

COURSE VIVA VOCE

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

WEEKLY SEMINAR

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

SEMESTER II

MASED02C08: DEVELOPMENT, GENDER AND DECENTRALISATION

Course Description

The course comprehensively explores the interlinkages between development, gender, and decentralization, focusing on how development impact perspectives of gender and decentralized governance.

Course Objectives

The course intends to familiarize the students with the basic and theoretical foundations of development economics, gender, and decentralization. It will provide a clear vision of the perspective of development and decentralization and explore policies and frameworks that support inclusive development.

Course outcomes

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

- To understand the concepts of development from economic, social, and gender perspectives and to demonstrate the difference between growth and development as well as the challenges of development
- To understand the concepts and theories of economic and social development and mechanisms and arguments that are relevant for development.
- Analyze the role of gender in development 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.
- Evaluate the nature as well as efficiency of the decentralization and development as well as elucidate the components of a well-designed fiscal decentralized system.

Modules	Hours
<p>Module I: Introduction to Development</p> <p>Development- Concepts, Types: Economic, Social, Sustainable, and Human Development - Growth and development - Paradigms of development - Indicators of development: Social, economic and environment - PQLI, HDI, IHDI, GDI, GEI, MPI - Development as freedom-Sen's view - Capability approach - Issues and challenges of development.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Todaro, M. P. and Stephen C. Smith, (2015) <i>Economic Development</i>, Pearson Education. • Meier, G M. and James E. Rauch, (2005) <i>Leading issues in Economic Development</i>, Oxford University Press. • Ray, D. (1998) <i>Development Economics</i>. Oxford University Press. • Sachs, J., (2015) <i>The Age of Sustainable Development</i>. Chapter 14: Sustainable Development Goals. Columbia University Press. • Sen, A. (2000). <i>Development as freedom. Development in Practice</i>-Oxford-, 10(2), 258-258. 	15
<p>Module II: Theories of Economic & Social Development</p> <p>Classical theories: (Smith, Ricardo, Malthus), Marxian, and Schumpeterian theory of economic development - Stages of Growth: Rostow and Marx - Balanced and unbalanced theory - The Big-push Theory - Critical Minimum Effort - Low Level Equilibrium Trap – Lewis, Fei and Ranis theory of economic development - Vicious Circle of Poverty by Nurkse - Dependency Theory (Neo-Marxist Theory) - Social Development - SDI - Social inequality - Global inequality and social protection - Occupational structure and Social Class - Social dualism -Social Development - Theory and practice.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Thirwall, A.P. (2003). <i>Growth and Development with Special Reference to Development Economics</i>. Palgrave. • Todaro, M P. and Stephen C. Smith, (2015) <i>Economic Development</i>, Pearson Education. • Ray, D. (1998) <i>Development Economics</i>. Oxford University Press. • Meier, G M. and James E. Rauch, (2005) <i>Leading issues in Economic Development</i>, Oxford University Press. 	18

<p>Module III: Gender and Development</p> <p>Concept of Gender - Gender perspectives on Development – Theoretical Approaches to Gender and Development (welfare approach, WID, WAD, GAD, MGE, effectiveness approach) – Role of gender in development: Education, Health, Employment – Gender and Labor Markets: Informal Economy, Care Work, and Unpaid Labor – Gender Disparities in Development, Political Participation, Gender Wage Gap – Policies for Gender Equity – Gender Budgeting – Gender Mainstreaming in Development – Tools and Strategies – Institutionalization of Gender Equality – Case Studies and Contemporary Issues – Gender-responsive Governance – Gender in the SDGs.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Momsen, J. (2010). <i>Gender and Development</i> (2nd ed.). Routledge. Ch. 1 • Moser, C. (2012). <i>Gender planning and development: Theory, practice and training</i>. Routledge. • Pearson, R. (2000). <i>Rethinking gender matters in development</i>. In <i>Feminist Visions of Development</i>. Routledge. • Moghadam, V., Mohanty, C. T., White, S., Wolf, D. L., Shankaran, D., Beneria, L., & Rai, S. M. (2011). <i>The women, gender and development reader</i>. Bloomsbury Publishing. 	16
<p>Module IV: Decentralisation and Development</p> <p>Decentralisation and development – one way and two-way causation - Tiebout model - First- and second-generation theory and fiscal decentralization - subsidiary principle - Local government - Autonomy - Decentralization index: fiscal, political, and administrative challenges - Role of decentralisation in poverty alleviation, local service delivery, and inclusive development - Decentralisation and SDGs.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Beall, J. (2007). <i>Decentralization, women's rights and development</i>. London School of Economics and Political Science. • Bardhan, P., and Mookherjee, Dilip (2006). <i>Decentralization and Local Governance in Developing Countries</i>. MIT Press. • Beall, J. (2007). <i>Decentralization, women's rights and development</i>. London School of Economics and Political Science. • Faguet, J. P. (2014). <i>Decentralization and governance</i>. World Development, 53, 2-13. 	15

Further Readings

Module One:

- Sen, A. (2014). *Development as freedom* (1999). The globalization and development reader: Perspectives on development and global change.
- Ranis, G., Stewart, F., and Samman, E. (2006). Human development: beyond the human development index. *Journal of Human Development*, 7(3), 323-358.

- UNDP Human Development Reports for various years. <https://hdr.undp.org/data-center/human-development-index>.
- World Bank Development Reports for various years.

Module Two:

- Basu, K. *Analytical Development Economics: The Less Developed Economy Revisited*. Oxford University Press, 2003.
- Ghosh, B. N. (2019). *Dependency theory revisited*. Routledge.
- Smith, T. (1979). *The underdevelopment of development literature: the case of dependency theory*. World Politics, 31(2), 247-288.
- Little, I. M. D. (1982). *Economic development: theory, policy, and international relations* (Vol. 130). New York: Basic Books.
- J.N. Bhagwati (Ed). (1985). *Dependence and Interdependence- Essays in Development Economics*. Vol-1&2. Bombay: OUP.

Module Three:

- Agarwal, B. (2010). *Gender and green governance: the political economy of women's presence within and beyond community forestry*. Oxford University Press.
- Baden, S., & Goetz, A. M. (1998). *Who needs [sex] when you can have gender?* Feminist Review.
- Budlender, D. (2002). *Gender budgets make cents: understanding gender responsive budgets*. Commonwealth Secretariat.
- ILO (2022). *Care Work and Care Jobs for the Future of Decent Work*.
- Philip, K. Ester Boserup: *Woman's role in economic development*. London: George Allen and Unwin, 1970. 283 pp.
- Rathgeber, E. M. (1990). "WID, WAD, GAD: Trends in research and practice." *Journal of Developing Areas*.
- Razavi, S. (2007). "The political and social economy of care in a development context." UNRISD.
- UN ECOSOC (1997). *Agreed Conclusions on Gender Mainstreaming*.
- UN Women (2020). *Gender Equality and the Sustainable Development Goals*.
- ILO Gender Equality, www.ilo.org.
- UNDP Annual Reports, UNDP.org.
- UNDP Gender Equality, <https://www.undp.org/gender>.
- UNDP Reports on Gender and Development.
- World Bank Gender Data Portal, <https://genderdata.worldbank.org/en/home>.

Module Four:

- Awortwi, N. (2016). *Decentralisation and local governance approach: A prospect for implementing the post-2015 sustainable development goals*. In *Local governance, economic development and institutions* (pp. 39-63). London: Palgrave Macmillan UK.
- Guha, J., & Chakrabarti, B. (2019). *Achieving the Sustainable Development Goals (SDGs) through decentralisation and the role of local governments: A systematic review*. Commonwealth Journal of Local Governance, (22), 1-21.

- Marko. K. (2008). Revisiting the Decentralisation Theorem: On the role of Externalities, *Journal of Urban Economics*, 64, Elsevier.
- Patnaik, P. (2020). Institutionalising sustainable development goals through decentralised local-governments in India. *International Journal of Social Sciences*, 9(2), 103-109.
- Robert R 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.
- Rondinelli, D A., et al. (1983). *Decentralization in Developing Countries*. World Bank Staff Working Papers.

MASED02C09: CONSTITUTION OF INDIA

Course Description:

This course offers a comprehensive introduction to the Constitution of India, covering its history, key features, and practical implications for citizens and the functioning of the government. It aims to provide general awareness and understanding of the supreme law of India. The course will explore fundamental rights, duties of citizens, the structure of government, and the principles of governance outlined in the Constitution.

Course Objectives:

This course delves into the Indian Constitution, the cornerstone of Indian democracy. By examining its historical roots in the colonial era and the Indian National Movement, it aims to provide students with a deep understanding of its foundational principles. The course explores the socio-political landscape that shaped the Constitution, tracing its evolution from colonial legislations to the visionary declarations of the Indian National Movement. It then focuses on the Constituent Assembly, the body responsible for drafting the Constitution, and the transformative vision it embodied for independent India. The core of the course lies in exploring the fundamental features of the Constitution – their philosophical underpinnings and their final form as enshrined in the document. By analyzing both the text and its historical context, the course seeks to provide students with a comprehensive understanding of the Indian Constitution and its role in driving social change.

Course outcomes:

On successful completion of the course, the students will be able

- Understanding the Indian Constitution: Students will gain a comprehensive knowledge of the origins and key provisions of the Indian Constitution.
- Citizenry and State Responsibilities: Students will develop an awareness of the rights and duties of citizens and the corresponding obligations of the state.
- Constitutional Governance in India: Students will acquire familiarity with the principles of constitutional governance in India, including the division of power among different levels of government.

Modules	Hours
<p>Module I: Constitutional Foundations of India</p> <p>Philosophical foundations of a Constitution - Framing of the Constitution, Constituent Assembly at Work - the Preamble - Salient Features of the Constitution – Citizenship - Fundamental Rights - Directive Principles of State Policy - Fundamental Duties.</p> <p>Essential readings</p> <ul style="list-style-type: none"> • Austin, G. (1999). <i>The Indian Constitution: Cornerstone of a Nation</i> (Classic Reissue), Oxford University Press • Basu, D D. (2024), <i>The Historical background, in Introduction to the Constitution of India</i> (27thed.). Lexis • Bhatia, G. (2016), <i>Directive Principles of State Policy</i>, In Sujit Choudhry, et al, <i>The Oxford Handbook of the Indian Constitution</i>, New Delhi: OUP • Kashyap, S C. (2018). <i>Our Constitution: An Introduction to India's Constitution and Constitutional Law</i>, NBT. 	12
<p>Module II: Parliamentary Democracy, Center-State Relations and Decentralization</p> <p>Unitary and federal features of the Constitution - Challenges to Federalism - Union Legislatures: Rajya Sabha and Lok Sabha – it's composition, Powers and Functions - The historical perspectives of the constitutional amendments in India - Emergency Provisions - The 73rd and the 74th Amendment - Finance Commission.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Pandey, J.N. (2024). <i>The Constitutional Law of India</i>, Allahabad; Central Law Agency • Khosla, M. (2012). <i>The Indian Constitution</i>, Oxford University Press. • Bakshi, P M. (2017). <i>The Constitution of India</i>. Universal Law Publishing. • Chaube, S K. (2012). <i>The Making and Working of Indian Constitution</i>. NBT. • Mohan, R (2023). <i>India's Federal Setup: A Journey Through Seven Decades</i>, Aakaar Books. • Thiruvengadam. A K. (2018). <i>The Constitution of India: A Contextual Analysis</i>. Bloomsbury/Hart Publishing. 	12
<p>Module III: The Union and State Executive</p> <p>Union Executive: President and Vice President - Elections, Powers and Functions; Prime Minister and Council of Ministers - Powers and Functions - All India Services - Comptroller and Auditor General of India - Election Commission of</p>	12

<p>India - State Executive: Governor, Chief Minister and Council of Ministers - Powers and Functions - Constitutional Safeguards for Autonomy for Tribals.</p> <p>Essential readings</p> <ul style="list-style-type: none"> • Jain, M.P. <i>Indian Constitutional Law</i> (2 Volumes), Nagpur: LexisNexis Butter worths. • Johari, j.C. (1995), <i>The Constitution of India - A Politico-Legal Study</i>, New Delhi: Sterling Publishers Private Limited. • Shukla, V.N. (2006), <i>Constitution of India</i>, Lucknow: Eastern Book Company. • Wadhwa, N J and Sudha Pai, (2001). <i>Democratic Governance in India</i>, New Delhi: Sage. 	
<p>Module IV: Indian judiciary and key case laws</p> <p>Judiciary: Supreme Court - Composition, Jurisdiction and Functions - Judiciary: High Courts - Composition, Jurisdiction and Functions - Judicial Review, Public Interest – Litigation - Celebrated Judgements - Important case laws : Kesavananda Bharati V. State of Kerala, 1973 - Maneka Gandhi V. Union of India, 1978.- S.R. Bommai V. Union of India, 1994 - Mohd. Ahmed Khan v. Shah Bano Begum,1985 -Vishaka V. State of Rajasthan (1997) - Lal Bihari Identity Case (1975).</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Bhuwania. A. (2017). <i>Courting the People: Public Interest Litigation in Post-Emergency India</i>. Cambridge University Press. • Agarwala, B R (2021). <i>Our Judiciary</i>, National Book Trust Publishers. • Mody,Z, (2013). <i>10 Judgements that changed India</i>, Penguin Publishers. • Singh, P K. (2024). <i>A-Z of Public Interest Litigation</i>, Eastern Book Company. 	12

MASED02C10: SUSTAINABLE DEVELOPMENT

Course description

Sustainable Development course provides an interdisciplinary understanding of how to balance environmental stewardship and social equity to meet present needs without compromising future generations. Students explore the core principles, challenges, and opportunities of sustainable development, engaging with real-world issues such as climate change, resource management and policy integration.

Course Objective:

- Courses may delve into strategies for inclusive growth, reducing inequality, and creating sustainable livelihoods.
- Students may learn about the importance of protecting and restoring ecosystems, conserving biodiversity, and managing natural resources sustainably.
- Course often address issues of social inequality, gender equality, and the empowerment of marginalized groups.
- Course may explore strategies for reducing greenhouse gas emissions, enhancing resilience to climate change, and promoting adaptation measures

Course Outcome:

The students will be able to understand;

- To familiarize students with the United Nations Sustainable Development Goals (SDGs) and their relevance to India's development agenda.
- To focus on developing skills in designing, implementing, and managing sustainable development programs such as poverty, inequality, or environmental degradation.
- Students may also be exposed to national and local case studies and best practices in sustainable development.

MODULES	HOURS
<p>Module I: Introduction to Sustainable Development</p> <p>Conceptualising Sustainable Development (SD) - Evolution of SD perspectives (Millennium Development Goals (MDGs) and SDGs (Sustainable Development Goals) - International Environmental conventions and conferences (Ramsar convention 1971, Stockholm Conference 1972, Brundtland Commission 1983, Nairobi Declaration, 1985, Montreal Protocol 1987, Rio Summit 1992, UNFCCC 1992, Kyoto Protocol 1997, Stockholm Conference 2001, Rio Summit 2002, Rio Summit 2012, Minamata Convention 2013, Paris agreement 2015, UN Framework Convention on Climate Change 2024 - Approaches of SD: Status Quo Approach, Community Capacity Building Approach, Industrial Sector Approach, Integrated Systems Approach, Human Development Approach, Green Accounts Approach, Positivist Approach, Multi-dimensional Approach, Eco-system Approach - Contemporary Issues and Debates related to Sustainable Development.</p> <p>Essential readings</p> <ul style="list-style-type: none"> • Daly, H. E. (2006). <i>Sustainable development – Definitions, principles, policies</i>. Springer. • Dresner, S. (2002). <i>The Principles of Sustainability</i>, Earthscan, London. • Elliott. J A. (2006). <i>An Introduction to Sustainable Development</i>. Routledge. • Hayaloglu P and Seyfettin Artan. (2022). Current debates on sustainable development. IJOPEC Publication Limited. • Hopwood, B., Mellor, M. O'Brien, G. (2005). Sustainable Development: Mapping Different Approaches. <i>Sustainable Development</i>.13(1), 38-52. • Mensah, (2019). Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review. <i>Cogent Social Sciences</i> (2019), 5: 1653531 • Redcliff, M (1987). <i>Sustainable Development, Exploring the Contradictions</i>, London, Routledge. 	12

<ul style="list-style-type: none"> Reid, David (1995) <i>Sustainable Development: An Introductory Guide</i>. EarthScan, London 	
<p>Module 2: Dimensions, Theories and Real-World Examples</p> <p>Dimensions: Environmental, Economic, Social - Theories of SD: Extinction avoidance theory, Collective stewardship theory, Rogue agent theory, Divine intervention and providence theory, Resource- resilient world theory - Sustainable Human Development. - Real world examples of SD in India: Government-Led Initiatives (Solar Power Revolution, Swachh Bharat Abhiyan), Traditional and Community Practices (Living Root Bridges of Meghalaya, Wetland Rice Cultivation by the Apatani Tribe of Arunachal Pradesh, Sustainable Fishing in Northeast India), Urban and City-Level Examples (Mysore – A Sustainable City), Village-Level Innovations (Carbon-neutral village - Meenangadi, Kerala) -</p> <p><i>Essential readings</i></p> <ul style="list-style-type: none"> Bawa, K.S. and Seidler, R. (2009). <i>Dimensions of Sustainable Development</i>. Oxford: EOLSS Publishers. David, M. P. C. (2018). Sustainable Development Goals (SDGs)- Challenges for India. <i>Indian Journal of Public Health Research & Development</i>, 9(3), 1. doi: 10.5958/0976- 5506.2018.00172.9 Dutta, S, Pampi Paul, Sangeeta Bhattacharyya and Tapan Kumar Mandal. (2022). Carbon Neutral Village. <i>Food and Scientific Reports</i>. 3(06) 53-57. Gibji Nimasow and J. S. Rawat. (2010) A sustainable mountain paddy-fish farming of the Apatani tribes of Arunachal Pradesh, India. <i>Aquaculture Asia Magazine</i>. 15 (2). Gregory, S. and Jancy F. Gregory. 2024. Levels of Livelihood Security and Human Development: Applying BCOPS Framework in a Micro Context of Kerala, <i>Man and Life</i>, 50 (3,4). Harris, J M 2003. Sustainability and Sustainable Development. <i>Internet Encyclopedia of Ecological Economics</i>. International Society for Ecological Economics Judith C. Enders, Judith Enders, Moritz Remig. (2014). <i>Theories of Sustainable Development</i>. Tylor & Francis. 	12

<ul style="list-style-type: none"> • Ozili, Peterson K, (2024) Theories of Sustainable Development (September 18, 2024). http://dx.doi.org/10.2139/ssrn.4970172 • UN Habitat Report. (2022). Sustainable City Strategy – Mysuru Sustainable Cities -Integrated Approach Pilot (SCIAP). 	
<p>Module 3: Kerala's Sustainable Development Experience</p> <p>Institutional Framework for SDG Implementation: Kerala State Planning Board (KSPB), Local Self-Governments (LSGs) – Localizing sustainable development goals - Challenges of SDG implementation.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Elamon J. 2023. Nava Keralam and Sustainable Development Goals. <i>Kerala calling</i> 43 (11) 12-15. • Elamon, J, Sukanya K U and Rajesh R V. 2023. <i>Localising SDG for local governments towards a local indicator framework (LIF)</i>. Kerala institute of Local Administration. • Manju S. Nair and A. Abhirami. 2024. Localizing sustainable development goals (SDGs) through decentralized governance: Insights from Kerala, India. <i>Journal of Infrastructure, Policy and Development</i>. 8(16), 10339. • NITI AYOG report. Localising SDGs early lessons from 2019. Govt. of India. 	12
<p>Module 4: Climate Change and Governance</p> <p>Climate Change and Sustainable Development - Natural and anthropogenic factors of climate change – Impact of climate change – Resilience methods: Adaptation and mitigation (UNFCCC, NATCOM, UNEP, UNCCD, COP) – Carrying capacity based planning - Governance challenges of climate change - Dimensions of climate change governance - India's federal structure for climate Change - Governance approach to climate change: Decentralised governance, Multi-Stakeholder Governance, Multi-level Governance, Polycentric Governance, Participatory Governance, Community based Governance, adaptive governance - International evidences of climate change governance: Germany, Brazil, Australia- Indigenous Perspectives of climate change and Sustainable</p>	12

Development - Classic example of climate change: The loss of the “Saraswati” river and its impact on the urban phase of the Indus Valley civilization.

Essential Readings

- Andrew D, (2012). *Introduction to Modern Climate Change*, CUP.
- Arabella F and Amy Kirbyshire (2017), *Supporting Governance for climate resilience: Working with political institutions*, London: Overseas Development Institute.
- Bernauer, T and Lena Schaffer (2010). *Climate Change Governance*. CIS Working paper.
- Devi, M C. and Sanjukkta Bhaduri. (2023). Carrying capacity based planning and its indicators at neighborhood scale. *International journal of research in social sciences*. 13(7) 1-17.
- James, M (2009). *Climate Change Governance*. Policy Research Working Paper, background paper to World Development Report.
- Jayawardhan, S. (2017). Vulnerability and Climate Change Induced Human Displacement. *Consilience*, 17, pp. 103-142
- Kalyanaraman, S. eds., (2008). *Vedic River Sarasvati and Hindu Civilization*. Aryan Books International.
- Kaushik, A. (2023). The role of good governance in achieving sustainable development: A study of India. *International Journal of Political Science and Governance* 5(1): 101-106
- Letcher, T M. (2021). *The Impacts of Climate Change: A Comprehensive Study of Physical, Biophysical, Social, and Political Issues*. Elsevier.
- Pragya D. Varma (Ed), (2010). *Reflections of Climate Change Leaders from the Himalayas, Report Case Studies Detailed. Thematic Group: Livelihoods and People's Perceptions*, LEAD India.
- Report of the IPCC (2007). *Impacts, Adaptation and Vulnerability Contribution of Working Group II to the Fourth Assessment Report of the IPCC*.

<ul style="list-style-type: none"> • Report of the IPCC. (2007). <i>Mitigation of Climate Change Contribution of Working Group III to the Fourth Assessment Report of the IPCC</i>. • Rudimann, W. F. (2001). <i>Earth's Climate-Past and Future</i>, W. H. Freeman & co. • Singh, A. and Swetha Kolluri, (2025). <i>Climate Change Governance in India Building the Institutional Framework</i>. Discussion Paper. Centre for Social and Economic progress. • Vizina, Y.N. (2019). <i>Indigenous Perspectives of Sustainable Development</i>. In: Leal Filho, W. (eds) <i>Encyclopedia of Sustainability in Higher Education</i>. Springer, Cham. https://doi.org/10.1007/978-3-030-11352-0_17 	
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Further Readings

Module 1

- Beckerman, W (1994), 'Sustainable Development: Is it a Useful Concept?' *Environmental Values* 3, 191-209.
- Brundtland Commission Report (1987). *World Commission on Environment and Development, Our Common Future*, Oxford University Press, Oxford.
- Daly, H E. (1995), 'On Wilfred Beckerman's Critique of Sustainable Development', *Environmental Values* 4, 49-55.
- Hirsch, F. (1976). *The Social Limits to Growth*, Routledge, London.
- Kothari, A. (1993). Is Sustainable Development Desirable and Possible? *The Indian Journal of Public Administration*. 39(3), 249-253.
- Redclift, M. (1987). Sustainable Development. London: Methuen.
- Redclift, M. (1996) *Wasted: Counting the Global Consumption*, Earthscan, London.

Module 2

- Ion Pohoăă, Delia Elena Diaconăă, Vladimir Mihai Crupenschi. (2021). *The Sustainable Development Theory: A Critical Approach, Volume 2. When Certainties Become Doubts*. Springer
- Kamble, P S and Pravanti Udgirkar. (2024). Assessing the role of government programs in sustainable development of India. *Gap bodhi Taru: A global journal of humanities. Special Issue on "Viksit Bharat - Towards Five Trillion Economy"* 177-190

- Mahadevia, D (2002). *Sustainable Urban Development in India: An Inclusive Perspective* In. Westendorff, D (Eds) *From unsustainable to inclusive cities*. An UNRISD publication in association with the Swiss Agency for Development Cooperation Geneva.
- Roy, S. (2018). *Sustainable Development in Urban India*. In. Sengupta, P P. *Contemporary Issues on Globalization and Sustainable Development*. Serials Publications
- Zahed. S. (2019). Sustainable Development Theory: A Critical Perspective and an Integrative Model. *Journal of Economics and Sustainable Development*. 10 (21).

Module 3

- Beaglehole, R. (2015). Sustainable human development—but how? *The Lancet*. 386(10007): 1934–1935.
- Diana Thomaz, Rianne Mahon, Simon Dalby, Susan Horton. (2019). *Achieving the Sustainable Development Goals: Global Governance Challenges*. Tylor & Francis
- Gupta, R. (2023). Strategy Paper on Localisation of SDGs in India. *SSRN Electronic Journal*.
- Hiroshan Hettiarachchi, Shyama V. Ramani. 2022. SDG11, Sustainable Cities and Communities. Tylor & Francis
- Prativa Shaw, Sabyasachi Saha, Sachin Chaturvedi, T. C. James. (2019). *2030 Agenda and India: Moving from Quantity to Quality: Exploring Convergence and Transcendence*. Springer.
- Sakhamuri, H, and Varshitha Sanagani (2024). SDG localisation and lessons from India: Role of NITI Ayog. In. SDGs in the Asia and the Pacific region (Eds) Filho. W L, Usha Iyer-Raniga, Theam Foo Ng, Artie Ng and Ayyoob Sharifi. Springer.
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Module 4

- Report of the Intergovernmental Panel on Climate Change. Climate change 2023 Synthesis Report: Summary for Policymakers
- Hardin, G. 1968. "The tragedy of the commons." *Science* 162 (3859):1243-8.
- F., T.J. Wilbanks, A.C. Abeyasinghe, I. Burton, Q. Gao, M.C. Lemos, T. Masui, K.L. O'Brien, and K. Warner. (2014) Climate-resilient pathways: adaptation, mitigation,

and sustainable development. In: Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change (eds.). Cambridge University Press, pp. 1101-1131.

MASED02C11: FUNDAMENTALS OF MANAGEMENT

Course Description:

This course provides a rigorous foundation in the principles and practices of modern management, integrating classical and contemporary theories with emerging paradigms in sustainability, technology, and social enterprise. Emphasizing both conceptual clarity and practical application, the curriculum explores core managerial functions, organizational communication, leadership dynamics, and strategic decision-making. Students will critically engage with change management models, digital transformation, and impact measurement tools, while also examining evolving issues such as corporate governance, CSR, and big data analytics. The course equips students with the analytical acumen and leadership competencies essential for navigating complex organizational environments.

Course objectives

The course aims to provide students with a comprehensive understanding of fundamental and contemporary management concepts, functions, and theories, with a focus on their application in both conventional organizations and social enterprises. It seeks to develop managerial competencies in planning, organizing, decision-making, communication, leadership, and change management. The course also explores the evolving paradigms of modern management, including sustainability, corporate governance, and technological integration for social impact.

Course outcomes

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

- Explain the evolution, theories, and key concepts of management and critically evaluate their relevance in the context of emerging trends such as globalization, liberalization, and privatization.
- Apply managerial functions such as planning, organizing, staffing, decision-making, and controlling in various organizational settings, including social enterprises.
- Demonstrate effective organizational communication and leadership skills by understanding communication processes, motivation theories, and leadership styles, with a focus on cross-cultural and persuasive communication techniques.
- Analyze and apply change management models and strategies to manage innovation, crises, and strategic planning in social enterprises, incorporating technology and impact measurement tools.
- Evaluate and interpret contemporary issues in modern management such as corporate social responsibility, sustainable development, talent management, knowledge management, and digital transformation, including the use of big data and business analytics.

Modules	Hours
<p>Module I: Management</p> <p>Management -concepts, Evolution, Principles of Management. Theories- classical theory, scientific management, management process or administrative management, bureaucracy. Approaches to Management-behavioural science approach, quantitative approach, systems approach, contingency approach, operational approach. Emerging Trends in Management Thought: Liberalization, Privatization, Globalization and Continuous Change. Management of profit and Non-profit organisations - Issues and Challenges.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Koontz, H. and Weihrich, H., (2012). <i>Essentials of Management: An International and Leadership Perspective</i>, McGraw Hill Education. • Lussier, R. N. (2020) <i>Management Fundamentals: Concepts, Applications, and Skill Development</i>. Sage Publications. • Tripathi, P C and Reddy P. N. (2021) <i>Principles of Management</i>, McGraw Hill. • Robbins, S. P., and Coulter, M., (2021). <i>Management</i>, 15th edition. Pearson Education. • Drucker, P. F. (1989). <i>Managing the Non-Profit Organization: Principles and Practices</i>. New York: Harper Business. • Bryson, J. M. (2018). <i>Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement</i> (5th ed.). San Francisco: Jossey-Bass. • Ghoshal, S. (2005). Bad management theories are destroying good management practices. <i>Academy of Management Learning & Education</i>, 4(1), 75–91 • Dees, J. G. (1998). Enterprising nonprofits. <i>Harvard Business Review</i>, 76(1), 55–67. • Ebrahim, A. (2003). Accountability in practice: Mechanisms for NGOs. <i>World Development</i>, 31(5), 813–829. • Porter, M. E., & Kramer, M. R. (2011). Creating shared value. <i>Harvard Business Review</i>, 89(1/2), 62–77 • Battilana, J., Lee, M., Walker, J., & Dorsey, C. (2012). In search of the hybrid ideal. <i>Stanford Social Innovation Review</i>, 10(3), 50–55. 	14
<p>Module II: Managerial Functions</p> <p>POSDCORB. Plan, Planning- Concepts, Types. Process - Planning premises & business environment. Strategic Planning. Forecasting - Techniques of Forecasting. Decision-making- Process, Group Decision-making. MBO. Organising: Organizational Design-Organization Structure- Staffing: Concepts, Manpower Planning and Managing Human Resources. Controlling: process, budgetary and non-budgetary control techniques. Organizational performance: measures, tools for performance measurement.</p>	12

Essential Readings

- Anthony, R. N., & Govindarajan, V. (2007). *Management control systems* (12th ed.). McGraw-Hill Education.
- Dessler, G. (2020). *Human resource management* (16th ed.). Pearson.
- Mintzberg, H. (1994). *The rise and fall of strategic planning: Reconceiving roles for planning, plans, planners*. New York: Free Press
- Robbins, S. P., and Judge, T. (2022). *Organizational Behaviour*, Pearson
- Simon, H. A. (1960). *The new science of management decision*. Harper & Brothers.
- Steiner, G. A. (1979). *Strategic planning: What every manager must know*. Free Press.
- Drucker, P. F. (1999). *Management Challenges for the 21st Century*. New York: HarperBusiness.
- Koontz, H. and Weihrich, H., (2012). *Essentials of Management: An International and Leadership Perspective*, McGraw Hill Education.

Module III: Organizational Communication and leadership

12

Communication- Process, formal and informal communication in the workplace. Barriers to Communication. Role of culture in communication. Structuring Effective Presentations. Storytelling Techniques for Impact. Overcoming Stage Fright. Persuasive Communication Strategies. Motivation: Process, theories of motivation- Maslow's Need Hierarchy Theory, Herzberg's Two factor theory, McClelland's Theory of Needs, Alderfer's ERG theory, McGregor's Theory X and theory Y, Vroom's Expectancy Theory. Leadership: concept, early theories, contingency theories.

Activity- Design and deliver a persuasive presentation proposing a social policy or initiative related to local governance or social entrepreneurship using storytelling and persuasive techniques to influence a simulated public audience.

Essential Readings

- Adler, R. B., & Elmhorst, J. M. (2019). *Communicating at Work: Strategies for Success in Business and the Professions* (12th ed.). New York: McGraw-Hill Education
- Bass, B. M., & Stogdill, R. (1990) *Bass & Stogdill's handbook of leadership*. Free Press.
- Cialdini, R. B. (2006). *Influence: The psychology of persuasion*. Harper Business.
- Gallo, C. (2014). *Talk like TED: The 9 public-speaking secrets of the world's top minds*. St. Martin's Press.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Sage Publications.

<ul style="list-style-type: none"> • Maslow, A. H. (1943). A theory of human motivation. <i>Psychological Review</i>, 50(4), 370–396. • Shannon, C. E., & Weaver, W. (1949). <i>The mathematical theory of communication</i>. University of Illinois Press. • Guffey, M. E., & Loewy, D. (2021). <i>Business Communication: Process and Product</i> (10th ed.). Boston, MA: Cengage 	
<p>Module IV: Technology and Change Management in Social Enterprises</p> <p>Change management -Concepts, models. Resistance to change. Managing innovation. The strategic management process. Crisis Management and Problem - Solving Strategies, Case Studies in Management and Leadership. Formulating strategies for social impact: planning, implementation, and evaluation. Measuring social impact and reporting. Technology and innovation for social impact: digital tools, platforms and strategies.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Bryson, J. M. (2018). <i>Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement</i> (5th ed.). Wiley. • Coombs, W. T. (2014). <i>Ongoing crisis communication: Planning, managing, and responding</i> (4th ed.). Sage Publications. • Gilgeous, V., & Chambers, S. (1999). Revisiting resistance to change and how to manage it: What has been learned? <i>Business Horizons</i>, 42(5), 45–54 • Kotter, J. P. (1996). <i>Leading change</i>. Harvard Business Review Press. • Ramos, I. (2021). How organizations address resistance: Understanding change management. <i>International Journal of Advanced Business Management and Strategy</i>, 9(1), 56–65. • Rogers, E. M. (2003). <i>Diffusion of innovations</i> (5th ed.). Free Press. 	12
<p>Module V: Modern Management</p> <p>Emerging trends in management thought- Sustainability and ESG (Environmental, Social, Governance), Knowledge management, Talent management, Electronic business, Business Analytics, Management of Big Data.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Abdelli, M., et al. (2022). <i>Big data for entrepreneurship and sustainable development</i>. CRC Press • Alketbi, M. S., & Ahmad, S. Z. (2024). Corporate social responsibility and sustainability practices: Mediating effect of green innovation and moderating effect of knowledge management in the manufacturing sector. <i>International Journal of Organizational Analysis</i>, 32(7), 1369-1388. • Carroll, A. B., & Buchholtz, A. K. (2014). <i>Business and society: Ethics, sustainability, and stakeholder management</i> (9th ed.). Cengage Learning. 	14

- Das, J. K., Taneja, S., & Arora, H. (Eds.). (2021). *Corporate social responsibility and sustainable development: Strategies, practices and business models*. Routledge India.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2016). *Strategic management: Concepts and cases: Competitiveness and globalization*. Cengage Learning.
- Mitroff, I. I. (2000). *Managing crises before they happen: What every executive and manager needs to know about crisis management*. American Management Association.

Further Readings

- Mayo, E. (1933). *The human problems of an industrial civilization*. Macmillan.
- Taylor, F. W. (1911). *The principles of scientific management*. Harper & Brothers.
- Weber, M. (1947). *The theory of social and economic organization*. Free Press.
- Drucker, P. F. (1954). *The practice of management*. Harper & Row.
- Fayol, H. (1949). *General and industrial management*. Pitman.
- Sen, A. (1999). *Development as Freedom*. New York: Alfred A. Knopf.
- Porter, M. E. (1985). *Competitive Advantage: Creating and Sustaining Superior Performance*. New York: Free Press.
- Lawrence, P. R., & Lorsch, J. W. (1967). *Organization and Environment: Managing Differentiation and Integration*. Boston: Harvard Business School Press.
- Simon, H. A. (1997). *Administrative Behavior* (4th ed.). New York: Free Press
- Denning, S. (2005). *The Leader's Guide to Storytelling: Mastering the Art and Discipline of Business Narrative*. San Francisco: Jossey-Bass
- Duarte, N. (2010). *Resonate: Present Visual Stories that Transform Audiences*. Hoboken, NJ: Wiley.
- Cialdini, R. B. (2009). *Influence: Science and Practice* (5th ed.). Boston: Pearson
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The Motivation to Work* (2nd ed.). New York: Wiley
- Vroom, V. H. (1964). *Work and Motivation*. New York: Wiley
- McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill
- Reynolds, G. (2011). *Presentation Zen: Simple Ideas on Presentation Design and Delivery* (2nd ed.). Berkeley, CA: New Riders.

MASED02C12: MARKETING FOR SOCIAL ENTERPRISES

Course Description:

This course provides a strategic and practice-oriented understanding of marketing within the context of social enterprises. It explores foundational and advanced concepts in social and commercial marketing, with a focus on behaviour change, ethical branding, customer engagement, and sustainability. Emphasis is placed on market segmentation, product and service design, pricing strategies, and integrated communication, including digital and social media marketing. Students will apply marketing analytics and consumer behaviour insights to real-world challenges, gaining the skills necessary to craft innovative, mission-driven marketing strategies that maximize social impact and financial sustainability.

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:

- Remember the marketing function and the role it plays in achieving organisational success both in commercial and non-commercial settings.
- Understand firm's external and internal marketing environment to identify and prioritise appropriate marketing strategies
- Apply consumer behaviour to marketing activities and explore the effect of product design dimensions on consumer
- Analyse brand reputation and identity customer experience and market trends to develop an effective marketing communication strategy
- Evaluate the success of marketing on the basis of pricing and promotion strategies

Modules	Hours
<p>Module I: Introduction</p> <p>Markets. Marketing. Social marketing- Concepts and challenges. Criteria of Social marketing. An adaptation of commercial marketing. Bottom line. Voluntary Behaviour. Rural marketing. Green Marketing. Marketing analytics. Ethical considerations in social marketing. Role of Govt. and NGOs in Social Marketing. Social Marketing Applied in Family Planning, Health Care, Small Savings, Literacy, AIDS Prevention, Environmental Protection, Anti-Smoking, Substance Abuse.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Lee, N. R., & Kotler, P. (2019). <i>Social marketing: Behavior change for social good</i>. Sage Publications. • Alan, R. A. (1995). <i>Marketing social change: Marketing Social Change: Changing Behaviour to Promote Health, Social Development and the Environment</i>. Jossey-Bass. • Lefebvre, R.C. (2013.) <i>Social Marketing and Social Change: Strategies and Tools for Improving Health, Well-Being, and the Environment</i>. Jossey-Bass, • Hastings, G. (2007). <i>Social Marketing: Why Should the Devil Have All the Best Tunes?</i>. Elsevier/Butterworth-Heinemann. • Weinreich, Nedra Kline. <i>Hands-On Social Marketing: A Step-by-Step Guide</i>. Sage Publications, 2011. • Grant, J. (2020). <i>Greener marketing: Strategies, tools, and inspiration for sustainable branding</i>. Wiley. 	8
<p>Module II: Marketing: Strategies and Planning</p> <p>Evaluating social marketing scenario. Develop socially sensitive interventions. Strategies: marketing plan, segmentation, targeting and positioning. Extension of market, Product development and diversification. Community based social marketing. Planning and Designing markets for social innovation.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Kotler, Philip, and Kevin Lane Keller. "Marketing Management." Pearson Education, 15th Edition, 2015. • McKenzie-Mohr, Doug. <i>Fostering Sustainable Behaviour: An Introduction to Community-Based Social Marketing</i>. New Society Publishers, 2011. • Lefebvre, R.C. (2013). <i>Social Marketing and Social Change</i>. Jossey-Bass 	10

<ul style="list-style-type: none"> • Fine, S.H. (1990) <i>Social Marketing: Promoting the Causes of Public and Nonprofit Agencies</i>. Allyn and Bacon. • Andreasen, A. R., & Kotler, P. (2003). <i>Strategic marketing for nonprofit organizations</i> (7th ed.). Prentice Hall. • Dietrich, T., Rundle-Thiele, S., & Kubacki, K. (2017). <i>Segmentation in social marketing</i> (Vol. 1). Singapore: Springer. 	
<p>Module III: Designing of Product/Services for Social Enterprises</p> <p>Ethical aspects in designing products for service. Nature of consumer behaviour and preferences. Ps in Marketing Behaviour. Product strategy. Design thinking. Branding. Local branding.</p> <p>Activity: Apply consumer behaviour concepts to marketing problems that are likely to involve consumer consumption, with identity and lifestyle implications.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Brown, Tim. (2009). <i>Change by Design: How Design Thinking Creates New Alternatives for Business and Society</i>. Harvard Business Press. • Solomon, Michael R. (2018) <i>Consumer Behavior: Buying, Having, and Being</i>. Pearson. • Kotler, Philip, Kartajaya, Hermawan, and Setiawan, Iwan. (2017) <i>Marketing 4.0: Moving from Traditional to Digital</i>. Wiley. 	16
<p>Module IV: Price, Sales and Promotion</p> <p>Strategies in pricing and promotion - monetary and non-monetary incentives-- Managing distributions channel - social franchising-- Ethical trade principles in pricing and promotion.</p> <p>Default choice, Anchoring, mental accounting, and promotion in social marketing, sales promotion: Nature, forms, tools and importance, role of sales promotion in marketing.</p> <p>Practicals: Industrial Visit- Choose any rural business unit and assign a pricing strategy that suits the business requirement.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Monroe, Kent B. (2002) <i>Pricing: Making Profitable Decisions</i>. McGraw-Hill. • Armstrong, Gary, and Philip Kotler. (2019). <i>Marketing: An Introduction</i>. Pearson, • Thaler, Richard H., and Cass R. Sunstein. (2008) <i>Nudge: Improving Decisions About Health, Wealth, and Happiness</i>. Penguin Books, • Schiffman, Leon G., and Leslie Lazar Kanuk. (2010) <i>Consumer Behaviour</i>. Pearson Education. • Joyce, M. L., & Morris, M. H. (1992). <i>Pricing considerations in social marketing</i>. In <i>Marketing the Public Sector</i> (pp. 13–26). Routledge 	15

- Donovan, R., & Henley, N. (2010). *Principles and practice of social marketing: An international perspective*. Cambridge University Press
- Ariely, D. (2008). *Predictably irrational: The hidden forces that shape our decisions*. HarperCollins.
- Schindler, R. M. (2011). *Pricing strategies: A marketing approach*. SAGE Publications
- Izaret, J.-M., & Sinha, A. (2023). *Game changer: How strategic pricing shapes businesses, markets, and society*. Wiley.

Module V: Marketing Communications

15

Determinants of Communications decisions. Communication media. Practice of social technology for marketing and Digital Marketing, Social media 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.

Essential Readings

- Belch, G. E., & Belch, M. A. (2017). *Advertising and promotion: An Integrated Marketing Communications Perspective*. McGraw-Hill Education.
- Lee, N. R., & Kotler, P. (2019). Social marketing: Behavior change for social good. Sage Publications...
- Kaplan, Andreas M., and Michael Haenlein. (2010). "Users of the world, unite! The challenges and opportunities of Social Media." *Business Horizons*, 53(1), 59-68.

MASED02E01 -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 Objectives

- Analyze the environmental, economic, social, technological, and political factors contributing to global change.
- Examine the underlying causes of global challenges such as climate change, biodiversity loss, resource depletion, and social inequalities, along with their potential impacts.
- Critically assess various perspectives and solutions related to global change issues, fostering an integrated understanding of complex systems.
- Investigate how different dimensions of global change are interconnected and influence one another across local, regional, and global scales.

Course Outcome

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

- Demonstrate perfect understanding about the way world is progressing now, major factors driving changes and top influencers of change.
- Be clear on potential changes in science, technology, law and the geo political systems and how these changes influence human life.
- 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 themselves to be relevant in future.
- Develop an actionable plan to position self in the changing global landscape.
- Apply the understanding on Future Dimensions in executing professional roles, personal planning and social beingness.

Modules	Hours
<p>Module 1-Global Change: Direction, Dimension, Drivers and Influencers</p> <p>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.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Brynjolfsson, E., & McAfee, A. (2014). <i>The second machine age: Work, progress, and prosperity in a time of brilliant technologies</i>. W. W. Norton & Company. • Manyika, J., Chui, M., Bughin, J., Dobbs, R., Bisson, P., & Marrs, A. (2013). <i>Disruptive technologies: Advances that will transform life, business, and the global economy</i>. McKinsey Global Institute. • Schwab, K. (2017). <i>The Fourth Industrial Revolution</i>. Crown Business. • Tapscott, D., & Tapscott, A. (2016). <i>Blockchain revolution: How the technology behind bitcoin is changing money, business, and the world</i>. Penguin. 	15
<p>Module 2- Impact of Change in Human Life: Professional, Personal, Social, Political, Existential</p> <p>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.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Acemoglu, D., & Robinson, J. A. (2012). <i>Why nations fail: The origins of power, prosperity, and poverty</i>. Crown Business. • Castells, M. (2010). <i>The rise of the network society</i> (2nd ed.). Wiley-Blackwell. • Florida, R. (2017). <i>The new urban crisis: How our cities are increasing inequality, deepening segregation, and failing the middle class—and what we can do about it</i>. Basic Books. • Giddens, A. (1990). <i>The consequences of modernity</i>. Stanford University Press. • Susskind, R., & Susskind, D. (2015). <i>The future of the professions: How technology will transform the work of human experts</i>. Harvard University Press. 	13
<p>Module 3- Miraculous Future: Nature, Possibilities and Methods to Keep us Relevant in Future</p> <p>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.</p>	15

<p>Essential Readings</p> <ul style="list-style-type: none"> • Bostrom, N. (2014). Superintelligence: Paths, dangers, strategies. Oxford University Press. • Harari, Y. N. (2017). Homo Deus: A brief history of tomorrow. Harper. • Kurzweil, R. (2005). The singularity is near: When humans transcend biology. Viking. • Tegmark, M. (2017). Life 3.0: Being human in the age of artificial intelligence. Alfred A. Knopf. 	
<p>Module 4- Future of Employment: Trends, Emerging Fields, Finding the Suitable Spot</p> <p>How the world of employment would be re-shaped 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.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Arntz, M., Gregory, T., & Zierahn, U. (2016). The Risk of Automation for Jobs in OECD Countries: A Comparative Analysis. OECD Social, Employment and Migration Working Papers, No. 189. https://doi.org/10.1787/5jlz9h56dvq7-en • Brynjolfsson, E., Rock, D., & Syverson, C. (2018). Artificial intelligence and the modern productivity paradox: A clash of expectations and statistics. In A. Agrawal, J. Gans, & A. Goldfarb (Eds.), <i>The Economics of Artificial Intelligence: An Agenda</i> (pp. 23-57). University of Chicago Press. • Davenport, T. H., & Kirby, J. (2016). <i>Only humans need apply: Winners and losers in the age of smart machines</i>. HarperBusiness. • Iansiti, M., & Lakhani, K. R. (2020). <i>Competing in the age of AI: Strategy and leadership when algorithms and networks run the world</i>. Harvard Business Review Press. • McKinsey Global Institute. (2017). <i>Jobs lost, jobs gained: Workforce transitions in a time of automation</i>. McKinsey & Company. https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages 	11
<p>Module 5-Developing perspectives, attitudes and Skills for Future: Areas to Improve, Factors to Develop and Techniques to Enhance the Vital Attributes</p> <p>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.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Dweck, C. S. (2016). <i>Mindset: The new psychology of success</i>. Ballantine Books. • Ericsson, A., & Pool, R. (2016). <i>Peak: Secrets from the new science of expertise</i>. Houghton Mifflin Harcourt. 	10

<ul style="list-style-type: none"> • OECD. (2021). <i>Skills Outlook 2021: Learning for Life</i>. OECD Publishing. https://doi.org/10.1787/0ae365b4-en • World Economic Forum. (2020). Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution. World Economic Forum. https://www.weforum.org/reports/schools-of-the-future 	
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Assessment:

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

Further Readings

Module 1

- Arora, A., & Gambardella, A. (2020). *The Changing Structure of Global Innovation: Challenges for International Business*. Journal of International Business Studies, 51(4), 557–568. <https://doi.org/10.1057/s41267-020-0031-0>
- Harari, Y. N. (2018). *21 lessons for the 21st century*. Spiegel & Grau.
- Marr, B. (2016). *Big data in practice: How 45 successful companies used big data analytics to deliver extraordinary results*. Wiley.
- NASA. (2024). *Astrophysics and Space Exploration for the 21st Century*. National Aeronautics and Space Administration. <https://science.nasa.gov/astrophysics>
- West, D. M. (2018). *The future of work: Robots, AI, and automation*. Brookings Institution Press.
- World Economic Forum. (2023). *Global Risks Report 2023*. World Economic Forum. <https://www.weforum.org/publications/global-risks-report-2023>

Module 2

- Fukuyama, F. (2018). *Identity: The demand for dignity and the politics of resentment*. Farrar, Straus and Giroux.
- Rifkin, J. (2011). *The third industrial revolution: How lateral power is transforming energy, the economy, and the world*. Palgrave Macmillan.
- Schwab, K. (2018). *Shaping the future of the fourth industrial revolution*. Currency.
- Senge, P. M. (2006). *The fifth discipline: The art & practice of the learning organization (Revised ed.)*. Crown Business.
- UNDP. (2023). *Human Development Report 2023: Breaking the Gridlock*. United Nations Development Programme. <https://hdr.undp.org/>

Module 3

- Diamandis, P. H., & Kotler, S. (2020). *The future is faster than you think: How converging technologies are transforming business, industries, and our lives*. Simon & Schuster.
- Kelly, K. (2016). *The inevitable: Understanding the 12 technological forces that will shape our future*. Viking.
- Pradhan, M. (2021). Preparing for an uncertain future: Skillsets, mindsets, and strategies. *Futures*, 127, 102691. <https://doi.org/10.1016/j.futures.2021.102691>
- Sinek, S. (2019). *The infinite game*. Portfolio.

- Taleb, N. N. (2012). *Antifragile: Things that gain from disorder*. Random House.
- World Economic Forum. (2023). Future of Jobs Report 2023. World Economic Forum. <https://www.weforum.org/publications/the-future-of-jobs-report-2023/>

Module 4

- Ford, M. (2015). *Rise of the robots: Technology and the threat of a jobless future*. Basic Books.
- Gratton, L., & Scott, A. (2016). *The 100-year life: Living and working in an age of longevity*. Bloomsbury.
- IBM Institute for Business Value. (2022). *The enterprise guide to closing the skills gap: Strategies for building and maintaining a skilled workforce*.
- IBM. <https://www.ibm.com/downloads/cas/EPYMNBJA>
- Susskind, R. (2020). *A world without work: Technology, automation, and how we should respond*. Metropolitan Books.
- World Economic Forum. (2023). The Future of Jobs Report 2023. World Economic Forum. <https://www.weforum.org/publications/the-future-of-jobs-report-2023/>

Module 5

- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- LinkedIn Learning. (2023). Workplace Learning Report 2023. LinkedIn Corporation. <https://learning.linkedin.com/resources/workplace-learning-report>
- Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. Riverhead Books.
- Senge, P. M. (2006). *The fifth discipline: The art & practice of the learning organization (Revised ed.)*. Crown Business
- Sennsinger, T. (2000). *Learning Zones Model*.
- UNESCO. (2022). Futures of Education: Learning to Become. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

MASED02E02: KERALA'S DEVELOPMENT EXPERIENCE

Course Description

The course provides an in-depth analysis of the unique development trajectory of Kerala, which covers development experiences and profile of Kerala economy. It comprehensively covers the development issues, dimension of changes, and policies with respect to the development of Kerala economy.

Course Objective

The course aims to provide a better orientation and a deeper understanding about the development path of Kerala. It helps to know more about the dimension of changes and policies with respect to the development of Kerala economy.

Course outcomes

- The student will be able to explain the historical and structural foundations of Kerala's development model and assess the sustainability and replicability of the Kerala Model as well as to analyse the recent trends in economic indicators in Kerala.
- To understand and evaluate the demographic and socio-economic developments in Kerala economy and also examine the issues related to poverty, unemployment, migration in Kerala.
- To evaluate the performance and growth of key sectors such as agriculture, industrial and service sectors and also assess the prospects and challenges in education and health aspects.
- To analyse umbrella initiatives launched by the Government of Kerala such as Nava Kerala Mission and Rebuild Kerala and its key components and goals including sustainability, resilience, and inclusivity.

Modules	Hours
<p>Module I: Introduction to Kerala's Development Experience</p> <p>Development experience of Kerala: Historical context and background- Profile of Kerala Economy since its formation - Phases of economic Development in Kerala - Kerala Model of Development – Human development - Education – Health, Low mortality and High morbidity syndrome - Sustainability of the model- Kerala Economy at a Glance - Structural changes - Recent Trends in Economic Indicators – State finance – Trends, issues and challenges.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Government of Kerala. (2025). <i>Economic Review 2024</i>. Kerala State Planning Board. • Franke, Richard W., and Barbara H. Chasin. <i>Kerala: Radical Reform as Development</i> (1994). • Government of Kerala (2021). <i>Kerala Development Report: Initiatives, Achievements, and Challenges</i>. Kerala State Planning Board. • Government of Kerala, State Planning Board, <i>Kerala Economic Review</i> for various years. • Kannan, K. P. (2023). Revisiting the Kerala 'Model' of Development: A Sixty-year Assessment of Successes and Failures. <i>The Indian Economic Journal</i>, 71(1), 120-151. • Oommen, M. A. (1993). <i>Essays on Kerala Economy</i>. Oxford & IBH Publishing Company. • Oommen, M. A. (1999). <i>Rethinking development: Kerala's development experience</i> (Vol. 2). Concept Publishing Company. • Parayil, G. (Ed.). (2000). <i>Kerala: the development experience: reflections on sustainability and replicability</i>. Zed Books. • Ramachandran, V.K. (1996). <i>On Kerala's Development Achievements</i>, in <i>Indian Development: Selected Regional Perspectives</i>, eds. Dreze and Sen. Oxford University Press. 	16
<p>Module II: Demographic and Socio-Economic Profile</p> <p>Demographic Profile of Kerala: Demographic transition – Age composition – Ageing – Poverty, Trends - Employment and Unemployment, Trends, Educated Unemployment in Kerala – Micro Finance- Role of Kudumbashree - Kerala Diaspora, Labour migration, Changing pattern of migration in Kerala Internal and international migration, Youth migration, New Trends and Policies.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Government of Kerala (2021). <i>Kerala Development Report: Initiatives, Achievements, and Challenges</i>. Kerala State Planning Board • Government of Kerala. (2025). <i>Economic Review 2024</i>. Kerala State Planning Board. • Prakash, B. A. (1994). <i>Kerala Economy Problems and Prospects</i>. New Delhi: Sage Publications. 	15

<ul style="list-style-type: none"> Prakash, B. A. (1998). Gulf migration and its economic impact: The Kerala experience. <i>Economic and Political Weekly</i>, 3209-3213. Rajan, S. Irudaya (ed.). <i>India Migration Report: Kerala Migration Survey</i> (Various years). Zachariah, K.C., Mathew, E.T., & Irudaya Rajan, S. (2003). <i>Dynamics of Migration in Kerala</i>. 	
<p>Module III: Sector Wise Analysis</p> <p>Agriculture and allied sectors – Production and Productivity, land reforms – Trends Kerala’s Industrialisation - Prospects and Challenges – Traditional industries - Micro, Small and Medium Enterprises (MSMEs) - KSIDC, KINFRA - Service Sector – Growth and performance, IT sector – KSITM – Tourism, Recent Trends, Health and Medical tourism - Education : Higher education, Performance and achievements– Trends and Challenges - Knowledge economy - Health sector : Achievements and Indicators - Health and Epidemiological Transition and NCDs - Health care finance - Care economy. Energy sector : Infrastructure - KIIFB.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> Ashokan, A (2009), <i>Perspectives of health economics</i>. Serials Publications. New Delhi. Albin, A. (1990). Manufacturing sector in Kerala: Comparative study of its growth and structure. <i>Economic and Political Weekly</i>, 2059-2070. Government of Kerala. (2025). <i>Economic Review 2024</i>. Kerala State Planning Board. Government of Kerala (2021). <i>Kerala Development Report: Initiatives, Achievements, and Challenges</i>. Kerala State Planning Board. Kannan, K. P. (2023). Revisiting the Kerala ‘model’of development: a sixty-year assessment of successes and failures. <i>The Indian Economic Journal</i>, 71(1), 120-151. Kutty, R. V. (2021). The ‘Kerala Model’ in Health: A Review of its Current Status. In Nair, M. S. (Eds.), Revisiting the <i>Kerala Model of Health</i>. (pp. 38-48). Kalpaz Publications, New Delhi,2021, ISBN 978-93-5324-622-8. Mohandas.M. (2005). <i>Agricultural Development in Kerala; in Kerala Economy- Trajectories, Challenges and Implications</i> (Ed), by Rajasenan D and Gerald de Groot. Ramachandran, V.K. (1996). <i>On Kerala’s Development Achievements</i>, in <i>Indian Development: Selected Regional Perspectives</i>, eds. Dreze and Sen. Oxford University Press. Tilak, J. B. (2001). <i>Higher education and development in Kerala</i>. Centre for Socio-Economic & Environmental Studies. 	18

Module IV: Nava Keralam and Rebuild Kerala**15**

Navakerala Mission - Aardram Mission – Vidyakiranam - LIFE Mission - Haritha Keralam - Nava Kerala Karma Paddhathi 2 - Rebuild Kerala Initiative: Objectives, Core areas - Infrastructure - Environment – Governance - Role of LSGs and Decentralised Planning - Community Participation - Financing of Rebuild Kerala Development Programme – Recent developments- Challenges.

Essential Readings:

- Government of Kerala (2021). *Kerala Development Report: Initiatives, Achievements, and Challenges*. Kerala State Planning Board
- Government of Kerala - Nava Kerala Mission. <https://kerala.gov.in/navakerala-mission>.
- Government of Kerala, State Planning Board, *Kerala Economic Review* for various years.
- Government of Kerala. (2019). *Rebuild Kerala Development Programme (RKDP)*. <https://rebuild.kerala.gov.in>.
- <https://pib.gov.in/>
- Isaac, T.M. Thomas, and Richard W. Franke. *Local Democracy and Development: The Kerala People's Campaign for Decentralized Planning* (2002).
- Oommen, M. A. (2023). *Rebuilding a sustainable Kerala economy: Raising two issues*. Kerala economy. Gulati Institute of Finance and Taxation.
- PIB Kerala (Press Information Bureau) Reports on Nava Kerala initiatives:

Further readings:**Module 1**

- K.K George. (1993). *Limits to Kerala Model of Development: an analysis of fiscal crisis and its implications*. Trivandrum: CDS.
- P. P. Pillai. (1994). *Kerala Economy Four Decades of Development*.
- Nair, M. S. (2018). Human Development and Economic Growth in Kerala: Sustainability Issues. *Productivity*, 59(1).
- Rajan .K. (2009). *Kerala Economy: Trends During the Post Reform Period* .Serial Publications.
- Panikar, P. G. K., & Soman, C. R. (1984). *Health status of Kerala: The paradox of economic backwardness and health development*. In *Health Status of Kerala: The paradox of economic backwardness and health development*. Centre for Development Studies.
- UNDP. (2005). *Kerala Human Development Report*. Thiruvananthapuram: Centre for Development Studies.
- Centre for Development Studies (CDS), Trivandrum – Various Working Papers on Kerala Model.

Module 2:

- Devika, J., & Thampi, B. V. (2007). Between 'Empowerment' and 'Liberation' The Kudumbashree Initiative in Kerala. *Indian Journal of Gender Studies*, 14(1), 33-60.
- Goswami, B. (2021). Demographic Changes in Kerala and the Emerging Challenges: An Assessment. *Centre for Socio-economic & Environmental Studies*.
- Irudaya Rajan, S., Mishra, U. S. (2020). Unexplored facets of the elderly: Kerala ageing surveys—a longitudinal enquiry. *Senior citizens of India: Emerging challenges and concerns*, 245-261.
- Nair, S. B. (2017). Ageing in Kerala: Some Key Issues. *Indian Journal of Gerontology*, 31(2).
- Saikia, D. (2015). Migrant workers in Kerala: a study on their socio-economic conditions. *Journal of Economic and Social Development*, 11(2), 29-43.
- Zachariah, K. C., Mathew, E. T., & Rajan, S. I. (2001). Impact of migration on Kerala's economy and society. *International Migration*, 39(1), 63-87.
- Government of Kerala, State Planning Board, *Kerala Economic Review* for various years.
- CDS, GIFT working papers.
- NITI Aayog Reports.

Module 3:

- K.P.Mani . 2009. *Cropping pattern in Kerala - spatial inter-temporal analysis*. *Kerala Economy: Trends during the post-reform period* (Ed), by Rajan K. New Delhi: Serials Publications.
- Kannan, K. P., Thankappan, K. R., Ramankutty, V., & Aravindan, K. P. (1991). Kerala: a unique model of development. *Health for the Millions*, 17(5), 30-33.
- Kumar, N. A., & George, K. K. (2009). Kerala's Education System: From Inclusion to Exclusion? *Economic and Political weekly*, 55-61.
- Nair, M. S. (2021). *Revisiting the Kerala Model of Health*. Kalpaz Publications, New Delhi.
- Panikar, P. G. K (1999), Health Transition in Kerala. Discussion paper No. 10. Kerala Research Programme on Local Development, Centre for Development Studies.
- Renjini Veena. K.K. (2024) Service Sector Led Growth Trajectory of Kerala Economy. *Kerala Economy*. GIFT.
- Working group on knowledge economy employment & skills report. 2022. Government of kerala. Kerala state planning board fourteenth five-year PLAN (2022-2027).
- Government of Kerala, State Planning Board, *Kerala Economic Review* for various years.
- CDS, GIFT working papers.
- NITI Aayog Reports.

Module 4

- Oommen, M. A. (2018). *On the threshold of a grand opportunity: salience of an approach to rebuilding Kerala*. Social Science in Perspective. Thiruvananthapuram, India: C. Achutha Menon Study Centre & Library, 463.
- Sreekumar, S., & Ravindran, T. S. (2023). A critique of the policy discourse on primary health care under the Aardram mission of Kerala. *Health policy and planning*, 38(8), 949-959.
- World Bank. (2019). *India: World Bank Provides \$250 Million to Help Kerala Rebuild Post-Floods*. <https://www.worldbank.org>
- Government of Kerala, State Planning Board, Kerala Economic Review for various years.
- The Hindu. (2018). "Kerala Floods: A wake-up call for sustainable development." <https://www.thehindu.com>
<https://nkp.kerala.gov.in/about.php>.

MASED02C13-INTERNSHIP

Internship outline:

The internship program, conducted during the second semester, is designed to provide students with a practical, hands-on learning experience to complement their studies. This program aims at bridging the gap between theoretical knowledge and real-world application, allowing students to:

Apply classroom learning: Observe and analyse the practical application of theories and concepts in a professional setting.

Develop critical thinking skills: Examine the relationship between theory and practice, fostering analytical and problem-solving abilities.

Cultivate professional curiosity: Encourage inquiry and exploration, leading to new knowledge and understanding.

Build career foundations: Gain valuable experience and insights to inform future career decisions.

Internship Outcome:

Program Requirements:

1. **Duration:** Each student shall complete a minimum of four weeks of internship.
2. **Structured Framework:** The internship program will follow a defined framework emphasizing the acquisition of specific skills and the importance of detailed observation. It will be an individual-based study.
3. **Faculty Advisor:** Each student shall be under the supervision of faculty from the institution as their internship advisor.
4. **Ethical Conduct:** Students are required to adhere to all ethical practices and Standard Operating Procedures (SOPs) of the host organization.
5. **Regular Communication:** Students shall maintain regular communication and weekly updates with their faculty advisor/ HoD.
6. **Internship commencement:** The internship commences immediately after the completion of classes or end-of-semester exams.
7. **Area of internship:** Identify the area of internship within two months of the commencement of the semester
8. **Presentation:** Each Student will deliver a 15-minute formal presentation before the departmental panel summarizing their internship experiences and key findings.
9. **Report:** The report will follow an academic style with the following specifications:
 - Page limit: Not less than 50 pages
 - Font: Times New Roman
 - Size: 12
 - Reference style: APA.
10. **Submission:** Two hard copies of the report shall be submitted within 15 days of completing the internship.
11. **Internal Assessment:** Maximum 40 marks will be allocated to the presentation (based on internship experiences). The marks for the presentations will be distributed based on time

management, relevance of the topic, presentation skills, content, structure, and internship experiences.

12. **External Assessment:** Marks shall be awarded out of Sixty based on the evaluation report by not more than two experts appointed by the university on the recommendation of the Head of the Department.

SEMESTER III
MASED03C14: HUMAN RESOURCE DEVELOPMENT FOR SOCIAL ENTERPRISES

Course Description:

Upon completing this course, students will have a thorough understanding of the fundamental concepts, evolution, and present-day practices of Human Resource Management (HRM) in India, particularly within social enterprises. They will be equipped to design strategic HR plans, conduct job analyses, and implement effective recruitment, selection, training, and development practices aligned with social missions.

Course Objectives:

1. To provide a comprehensive understanding of the concepts, evolution, and present-day practices of Human Resource Management (HRM) in India.
2. To develop skills in strategic HR planning, talent acquisition, training, and development, especially within the context of social enterprises.
3. To familiarize students with contemporary trends in performance management, compensation, and employee development aligned with social missions.
4. To sensitize students to key employee relations issues such as industrial relations, grievance handling, diversity, and workplace safety.
5. To introduce emerging HR practices such as International HRM, HR Information Systems, Green HRM, and workplace wellness initiatives.

Course Outcomes:

After completing the course, the students will be able to:

1. Explain the fundamental concepts of HRM, HRD, and the evolution of personnel management in the Indian context.
2. Design strategic HR plans, conduct job analyses, and implement effective recruitment, selection, and training practices.
3. Evaluate and manage employee performance and develop reward systems that align with organizational missions and social values.
4. Analyze and manage workplace issues including industrial relations, diversity, work-life balance, and employee welfare.
5. Apply knowledge of contemporary HR trends such as HR audit, HRIS, talent migration, and workplace spirituality in professional HR practices.

Modules	Hours
<p>Module I: Concept of HRM</p> <p>Concepts of HRM & HRD- Evolution and growth of personnel management in India. Human Resource Management in India and present-day scenario. Strategic HRM, skills and competencies of HR professionals. Competitive Challenges in HRM: Technological Changes, Workforce Diversity, Employee Empowerment, Managing Protean Careers, Moonlighting Phenomenon.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Saini, D. S., & Budhwar, P. S. (2014). Human resource management in India: A critical review. <i>The International Journal of Human Resource Management</i>, 25(1), 1-28. https://doi.org/10.1080/09585192.2013.787110 ResearchGate 2. Karthick, S. S., & Geethalakshmi, R. (2020). Evolution of human resource development – A review. <i>International Journal of Management, Technology and Engineering</i>, X(III), 215-221. ir.pscas.ac.in 3. Jha, S., & Bhattacharyya, S. S. (2017). Shifting contours of strategic human resource management in India. <i>Strategic HR Review</i>, 16(5), 241-243. https://doi.org/10.1108/SHR-05-2017-0028 Emerald 4. Pinisetti, N. K., Katkar, J., & Sharma, A. (2023). Employee relations in India: Current context and emerging paradigm. <i>Employee Relations</i>, 45(2), 1-18. https://doi.org/10.1177/26314541221134854 SAGE Journals 	15
<p>Module II: Human Resource Planning and Development</p> <p>Introduction to Strategic HRM in Social Enterprises: Aligning HR strategy with social mission, vision, and values. Skills and competencies of HR professionals in the social sector. Human Resource Planning. Training and Development- Training Need Analysis. Types of Training. Training Evaluation. Employee Development-Mentoring and Coaching.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Olinski, M., & Mioduszewski, J. (2022). Strategic human resource management in social enterprises: A systematic review of practices and challenges. <i>Sustainability</i>, 14(22), 1-18. https://doi.org/10.3390/su142214794 ResearchGate 2. Reddy, S. J., Nazeer, I., Rajesh, E., & Varghese, L. (2022). Strategic human resource management. <i>Notion Press</i>. https://doi.org/10.3390/su142214794 ResearchGate 3. Karthick, S. S., & Geethalakshmi, R. (2020). Evolution of human resource development – A review. <i>International Journal of Management, Technology and Engineering</i>, X(III), 215-221. ir.pscas.ac.in 	17

<p>4. Dessler G .and Varkey, B.(2013).<i>Human Resource Management</i>. Pearson.</p>	
<p>Module III: Performance and Rewards Management</p> <p>Performance Appraisal and Management. Challenges in Appraisal. Changing trends in Performance Management. Succession Planning. Employee counselling. Changing trends in performance management. Compensation and benefits: aligning rewards with social mission. Theories of Wages. Salary and Wage Administration. Job Evaluation. Executive Compensation. Employee Benefits and Incentives</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Armstrong, M(2010).<i>Handbook of Human Resource Management</i> 11th edition. Kogan Page 2. Saini, D. S., & Budhwar, P. S. (2014). Human resource management in India: A critical review. <i>The International Journal of Human Resource Management</i>, 25(1), 1-28. https://doi.org/10.1080/09585192.2013.787110 ResearchGate 3. Reddy, S. J., Nazeer, I., Rajesh, E., & Varghese, L. (2022). Strategic human resource management. <i>Notion Press</i>. ResearchGate 	16
<p>Module IV: Employee Relations and Welfare</p> <p>Industrial Relations-Trade Unions, Collective Bargaining and Workers' Participation in Management- Grievance Handling- Sexual Harassment at the workplace, Sexual Harassment Act</p> <p>Stress Management- Work life Balance- Employee safety, Diversity, equity, and inclusion in the workplace</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Pinisetti, N. K., Katkar, J., & Sharma, A. (2023). Employee relations in India: Current context and emerging paradigm. <i>Employee Relations</i>, 45(2), 1-18. https://doi.org/10.1177/26314541221134854 SAGE Journals 2. Reuters. (2024, December 11). EY worker's death spotlights India's unprotected white-collar labour. <i>Reuters</i>. https://www.reuters.com/world/india/ey-workers-death-spotlights-indias-unprotected-white-collar-labour-2024-12-11/ Reuters 	16

Module V:

Contemporary Issues in HR –International Human Resource Management and talent migration- Human Resource Information Systems- Human Resource Audit- Human Resource Accounting, Wellness Programs and W L Balance- QWL, Workplace spirituality and Green HRM.

Practicals – Familiarize a HR Information System (HRIS) through industrial visit.

Essential Readings

1. Rao, V.S.P.(2013) *Human Resource Management: Text and Cases*. Excel Books.
2. Saini, D. S., & Budhwar, P. S. (2014). Human resource management in India: A critical review. *The International Journal of Human Resource Management*, 25(1), 1-28.
<https://doi.org/10.1080/09585192.2013.787110>
3. Reddy, S. J., Nazeer, I., Rajesh, E., & Varghese, L. (2022). Strategic human resource management. *Notion Press*.[ResearchGate](#)
4. Veerasamy, U. G., Sammanasu, J. M., & Parayitam, S. (2023). Green human resource management and employee green behaviour: Participation and involvement, and training and development as moderators. *Journal of Cleaner Production*, 380, 1-12.
<https://doi.org/10.1016/j.jclepro.2022.134867>

Other Readings

- a. Decenzo,D.A.andRobbins,S.P.(2013).*Human Resourc eManagement*. John Wiley and Sons.
- b. Dessler, G and Varkkey, B.(2013).*Human Resource Management*. Pearson.
- c. Jyoti,P.&Venkatesh,D.N.(2013).*Human resource management*. India:Oxford University Press.
- d. Snell,S.Bohlander,G.&Vohra,V.(2012).*Human Resource Management : A South Asian Perspective*. India: Cengage Learning.

MASED03C15: FINANCIAL MANAGEMENT AND ACCOUNTING

Course description:

Upon completing this course, students will have a strong foundation in basic accounting concepts, conventions, and standards, enabling them to prepare trial balances and essential financial statements such as Trading and Profit & Loss Accounts and Balance Sheets for a sole trader, including necessary adjustments. They will also acquire basic awareness of accounting software applications in various industries to support modern business operations.

Course Objectives:

- To introduce students to the fundamental concepts, principles, and procedures of accounting.
- To equip students with the skills to prepare basic financial statements for a sole trader, including necessary adjustments.
- To provide a conceptual understanding of key management accounting techniques such as marginal costing, standard costing, budgetary control, and financial statement analysis.
- To familiarize students with the basic concepts of financial management and the role of a financial manager in decision-making.
- To provide a basic awareness of contemporary accounting software and its applications in various industries.

Course Outcomes:

- Upon completion of this course, students will be able to understand and apply basic accounting concepts, conventions, and standards.
- Students will be able to prepare a trial balance and basic financial statements (Trading and Profit & Loss Account and Balance Sheet) for a sole trader with necessary adjustments.
- Students will be able to explain the core concepts and techniques of management accounting, including marginal costing, standard costing, budgetary control, and cash flow/fund flow analysis.
- Students will be able to understand the fundamental concepts of financial management and the different types of financial decisions in an organization.
- Students will have a basic understanding of the role and application of accounting software in modern business operations.

Modules	Hours
<p>Module I: Basic Accounting Concepts</p> <p>Accounting – basic concepts, Objectives, Importance, Branches, Functions, Advantages, Limitations. Accounting concepts and Conventions. Accounting Standards. General Rules of Accounting.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Maheshwari, S. N., Maheshwari, S. K., & Maheshwari Sharad, K. (1997). <i>Financial Accounting</i>. Vikas Publishing House. 2. Pandey, I. M. (2021). <i>Financial management</i> (12th ed.). Vikas Publishing House Pvt Limited 3. Drury, C. (2018). <i>Management and cost accounting</i> (10th ed.). Cengage Learning. 4. Gray, R. (2006). Social, environmental, and sustainability reporting. <i>Accounting Forum</i>, 30(1), 27-46. 5. Horngren, C. T., Harrison, W. T., & Oliver, S. (2012). <i>Financial and managerial accounting</i> (4th ed.). Pearson. 6. International Accounting Standards Board (IASB). (2019). <i>IFRS standards</i>. IFRS Foundation. 7. Kaplan, R. S., & Atkinson, A. A. (2015). <i>Advanced management accounting</i>. Pearson. 8. Weygandt, J. J., Kimmel, P. D., & Kieso, D. E. (2018). <i>Financial accounting</i> (10th ed.). Wiley 	12
<p>Module II Financial Accounting</p> <p>Book Keeping & Accounting. Basic Accounting Procedure – journal, ledger, Trial Balance. 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.</p> <p>Practicals: Prepare a Trading, Profit and Loss Account- Balance Sheet</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Glautier, M. W. E., & Underdown, B. (2011). <i>Accounting theory and practice</i>. Financial Times Prentice Hall. 2. Meigs, R. F., & Meigs, W. B. (2016). <i>Accounting: The basis for business decisions</i>. McGraw-Hill. 3. Needles, B. E., Powers, M., & Crosson, S. V. (2016). <i>Financial and managerial accounting</i>. Cengage Learning. 4. Warren, C. S., Reeve, J. M., & Duchac, J. (2018). <i>Financial accounting</i>. Cengage Learning. 	16

<p>Module III: Management accounting a conceptual understanding</p> <p>Management accounting – Concepts. Marginal costing. Standard costing. Budgetary control - Operating and Financial Budgets & Flexible Budgets. Analysis of Financial Statements– Cash Flow and Fund Flow statement.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Drury, C. (2018). <i>Management and cost accounting</i> (10th ed.). Cengage Learning. 2. Garrison, R. H., Noreen, E. W., & Brewer, P. C. (2021). <i>Managerial accounting</i> (17th ed.). McGraw-Hill. 3. Kaplan, R. S., & Atkinson, A. A. (2015). <i>Advanced management accounting</i>. Pearson. 	12
<p>Module IV : Basics of Financial Management</p> <p>Financial Management – concepts, Sources of finance. Role of Financial Management in a social enterprise. Decision making – finance decision, investment decision, and dividend decision.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Brealey, R. A., Myers, S. C., & Allen, F. (2018). <i>Principles of corporate finance</i> (12th ed.). McGraw-Hill. 2. Damodaran, A. (2012). <i>Investment valuation: Tools and techniques for determining the value of any asset</i> (3rd ed.). Wiley. 3. Emerson, J., Wachowicz, J., & Chun, S. (2000). Social return on investment (SROI): Exploring aspects of value creation. <i>The Roberts Enterprise Development Fund</i>. 	12
<p>Module V: Social accounting and Accounting Software</p> <p>Social Income Statement, social Balance Sheet. Basic understanding of accounting Software – Zoho books, Tally.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Hegde, P., Bloom, R., & Fuglister, J. (1997). Social financial reporting in India: A case. <i>International Journal of Accounting</i>, 32(3), 257–270. 2. Kaplan, R. S., & Norton, D. P. (2004). <i>Strategy maps: Converting intangible assets into tangible outcomes</i>. Harvard Business Press. 3. Romney, M. B., & Steinbart, P. J. (2021). <i>Accounting information systems</i> (15th ed.). Pearson. 	12

MASED03C16: INFORMATION SYSTEMS AND TECHNOLOGY

Course Description:

By the end of this course, students will be able to analyse and implement Information Systems (IS) effectively within social enterprises to enhance decision-making, strategic advantage, and business processes. They will develop the skills to improve social business operations through IS applications, understand the different types of management information systems relevant to social entrepreneurship, and apply modern IS concepts and technologies strategically to support enterprise growth and mission-driven outcomes.

Course Objectives:

1. To understand the role, functions, and components of Information Systems (IS) in social entrepreneurship.
2. To explore the impact of IS on decision-making, strategic advantage, and business processes in social enterprises.
3. To study the importance of system development, system life cycle, and security challenges in IS management.
4. To develop an understanding of Computer-Based Information Systems (CBIS) and their applications in social enterprises.

Course Outcomes:

1. Analyze the processes of developing and implementing IS in social enterprises.
2. Improve social business processes through effective IS applications.
3. Understand the types of management information systems relevant to social entrepreneurship.
4. Apply concepts and technologies of IS in strategic decision-making for social enterprises.

Module	Hours
<p>Module I: Foundations of Information Systems</p> <p>Concepts of Information Systems (IS) Components of an IS: Resources and Management. Management Information Systems (MIS) and Decision Support Systems (DSS). Business Information Systems for Social Entrepreneurs. Trends in Information Systems and Digital Transformation in Social Enterprises</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. DeLone, W. H., & McLean, E. R. (2003). <i>The DeLone and McLean model of information systems success: A ten-year update</i>. <i>Journal of Management Information Systems</i>, 19(4), 9–30. https://doi.org/10.1080/07421222.2003.11045748 grafiati.comgrafiati.com+11tandfonline.com+11scirp.org+11 2. DeLone, W. H., & McLean, E. R. (2002). <i>Information systems success revisited</i>. In <i>Proceedings of the 35th Hawaii International Conference on System Sciences</i> (pp. 238–249). 3. Bharadwaj, A. S., El Sawy, O. A., Pavlou, P. A., & Venkatraman, N. (2013). <i>Digital business strategy: Toward a next generation of insights</i>. <i>MIS Quarterly</i>, 37(2), 471–482. https://doi.org/10.25300/MISQ/2013/37:2.3 4. O'Brien, J. A., & Marakas, G. M. (2017). <i>Management information systems</i> (10th ed.). McGraw Hill Education. 5. Kelkar, S. A. (2010). <i>Management of Information Systems</i>. PHI Learning Pvt. Ltd. 6. Davis, G. B. (2000). <i>Management Information Systems: Conceptual Foundations, Structure, and Development</i>. McGraw Hill. 7. Serm, J. A. (2003). <i>Analysis and Design of Information Systems</i>. McGraw Hill 	16
<p>Module II: Strategic Uses of IT and Data Management</p> <p>IT for Strategic Advantages in Social Enterprises. Data Resource Management: Databases, Data Warehousing, and Data Mining</p> <p>Enterprise Networking, Internet, Intranet, and Extranet for Social Entrepreneurs</p> <p>Business Analytics and Big Data: Applications in Social Impact Measurement</p> <p>E-Governance and ICT in Social Sector.</p> <p>Practicals: Lab</p>	18

<p>Essential Readings</p> <ol style="list-style-type: none"> 1. Laudon, K. C., & Laudon, J. P. (2010). Management Information Systems (12th ed.). Pearson Education. 2. Jessup, L. M., & Valacich, J. S. (2008). Information systems today: Managing in the digital world (4th ed.). Prentice Hall 3. Moniruzzaman, A. B. M., & Hossain, S. A. (2013). <i>NoSQL database: New era of databases for big data analytics — Classification, characteristics and comparison</i> [Preprint]. arXiv. https://doi.org/10.48550/arXiv.1307.0191 	
<p>Module III: E-Business and E-Commerce</p> <p>Functional and Cross-Functional Business Systems</p> <p>E-Business Models</p> <p>Enterprise Systems: ERP, CRM, and SCM</p> <p>E-Commerce and M-Commerce</p> <p>Digital Payment Systems and Financial Inclusion</p> <p>Practicals: Lab</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Goyal, D. P. (2014). Management Information Systems: Managerial Perspective. Macmillan India Ltd. 2. Tesone, D. F. (2006). Hospitality Information System & E-Commerce. John Wiley & Sons. 3. Stallings, W. (2021). Foundations of modern networking: SDN, NFV, QoE, IoT, and cloud. Addison-Wesley. 4. Tanenbaum, A. S., & Wetherall, D. J. (2019). Computer networks (6th ed.). Pearson. 	14
<p>Module IV: Security, Ethics, and Global IS Management</p> <p>Ethical Responsibilities in IS for Social Enterprises</p> <p>Cybersecurity Challenges and IT Security Management</p> <p>Digital Rights, Plagiarism, and Intellectual Property in Social Entrepreneurship</p> <p>Information Technology Act, 2008 (India)</p> <p>Global IT Strategies and Applications in Social Business</p> <p>Practicals: Lab</p>	16

Essential Readings

1. Reed Darryl, *Corporate Governance, Economic Reforms & Development*, Oxford
2. Velasquez, *Business Ethics – Concepts and Cases* (6th ed.), Prentice Hall
3. C S V Murthy, Business Ethics (Text and Cases), Pub. By HPH Marianne M. Jennings, Cases in Business Ethics, Pubby Cengage Learning
4. GeetaRani and R K Mishra, Corporate Governance Theory & Practice, Pub. By Excel Books
5. Marianne M. Jennings, *Cases in Business Ethics*, Cengage
6. Cuquet, M., Vega-Gorgojo, G., Lammerant, H., Finn, R., & Hassan, U. U. (2017). *Societal impacts of big data: Challenges and opportunities in Europe* [Preprint]. arXiv. <https://doi.org/10.48550/arXiv.1704.03361> arxiv.org
7. Ali, A., Qadir, J., Rasool, R., Sathiaseelan, A., & Zwitter, A. (2016). *Big data for development: Applications and techniques* [Preprint]. arXiv. <https://doi.org/10.48550/arXiv.1602.07810> arxiv.org
8. Duggar, D., & Tripathy, B. K. (2022). *Big data analytics in e-governance and other aspects of society*. In *Encyclopedia of Data Science and Machine Learning* (pp. 116–128). IGI Global.
<https://doi.org/10.4018/978-1-7998-9220-5.ch007> researchgate.net
9. MongoDB Researcher. (2023). *Big data analytics and e-governance: Actors, opportunities, tensions, and applications. Technological Forecasting and Social Change*, 193, Article 122612. <https://doi.org/10.1016/j.techfore.2023.122612>

MASED03C17- PROJECT MANAGEMENT

Course description:

Upon completion of this course, students will understand and apply the fundamental concepts of project management, distinguish between commercial and social development projects, and select and evaluate projects using feasibility models and financial analysis techniques. They will be able to plan, execute, monitor, and control projects efficiently using traditional and agile methodologies, manage resources and communication, and perform project audits and closures.

Course Objectives:

1. To introduce students to the fundamentals of project management, including its processes, life cycle, and stakeholder roles.
2. To develop competencies in project selection, financial evaluation, planning, and execution using traditional and agile methodologies.
3. To equip students with skills for effective project monitoring, control, resource management, and communication throughout a project's life cycle.
4. To familiarize students with project risk management frameworks and the application of Social Cost Benefit Analysis (SCBA) in evaluating projects.
5. To provide insights into advanced issues in risk management and offer practical exposure to modern project management software tools.

Course Outcomes:

After completing the course, the students will be able to:

1. Understand and apply key concepts of project management and distinguish between commercial and social development projects.
2. Select projects using various feasibility models, create project plans, schedules, budgets, and manage life cycles using appropriate methodologies.
3. Execute, monitor, and control projects effectively, manage teams and communication, and conduct project audits and closures.
4. Analyze and manage project risks through qualitative and quantitative methods, and apply SCBA approaches for evaluating project outcomes.
5. Critically assess advanced risk management techniques and use project management software tools to enhance project planning and execution.

Modules	Hours
<p>Module I: Project management Basic concepts, Commercial vs Social Entrepreneurship and Development projects, Project Triad, Project Lifecycle, Project Stake holders, Project Management process. Project organizational structures.</p> <p>Essential Readings Kerzner, H. (2022). <i>Project management: a Systems Approach to Planning, Scheduling, and Controlling</i>. 13/e, John Wiley & Sons.</p>	16
<p>Module II: Project selection and life cycle Project feasibility. Numeric and non-numeric models of project selection. Models in financial evaluation of projects. Economic value added. Social value added. Project portfolio. Project life cycle. Traditional and agile project management. Project planning- Project charter, project plan, Work Breakdown Structure, project schedule, Network Diagrams, Critical chain approach, Preparing the Budget.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Horine, G. (2014) <i>Project Management Absolute Beginner's Guide</i>, Pearson Education 2. Larson, E. W. and Gray, C. (2021). <i>Project Management</i>, 8/e, McGraw Hill. 3. Cobb, C. G. (2011). <i>Making Sense of Agile Project Management: Balancing Control and Agility</i>. John Wiley & Sons. 4. Meredith, J. R., & Mantel Jr, S. J. (2011). <i>Project Management: A Managerial Approach</i>. John Wiley & Sons. 5. Guide to the Project Management Body of Knowledge (PMBOK Guide), Sixth Edition, Project Management Institute, 2017. 	16
<p>Module III: Project Execution, Monitoring and Control Resource allocation and resource management. Project organization. Managing changes to scope and schedule. Team dynamics. Risk management. Project communication. Project Progress reporting - Earned value approach. Project control. Change Management. Project closure. Project auditing. Social Cost Benefit Analysis, UNIDO approach to SCBA, the Little-Mirrlees Approach to SCBA</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Mishan, E. J., & Quah, E. (2020). <i>Cost-benefit analysis</i> (6th ed.). Routledge. 2. Boardman, A. E., Greenberg, D. H., Vining, A. R., & Weimer, D. L. (2018). <i>Cost-benefit analysis: Concepts and practice</i> (5th ed.). Cambridge University Press. 	18

<ol style="list-style-type: none"> 3. Dasgupta, P., Marglin, S., & Sen, A. K. (1972). <i>Guidelines for project evaluation</i>. United Nations Industrial Development Organization. 4. United Nations Industrial Development Organization (UNIDO). (1978). <i>Guide to practical project appraisal</i>. UNIDO Publications. 5. Drèze, J., & Stern, N. (1987). <i>The theory of cost-benefit analysis</i>. In <i>Handbook of Public Economics</i> (Vol. 2, pp. 909-989). North-Holland. 6. Little, I. M. D., & Mirrlees, J. A. (1974). <i>Project appraisal and planning for developing countries</i>. Heinemann. 	
<p>Module IV: Project Risk management</p> <p>The project risk management approach - Risk identification, Qualitative risk assessment, Semi-quantitative risk assessment, Risk treatment, Monitoring and review, Communication and reporting, Project processes and plans, Simplifying the process, Managing opportunities, Other approaches to project risk management.</p>	14
<p>Essential Readings</p> <ol style="list-style-type: none"> 1. Cooper, D. (2005). <i>Project risk management guidelines</i>. John Wiley & Sons, Inc. 2. Pinto, J. K. (2020). <i>Project Management: Achieving Competitive Advantage</i>, 5/e, Pearson Education. 3. Hillson, D. (2009). <i>Managing risk in projects</i>. Gower Publishing, Ltd. 4. Hopkinson, M. (2017). <i>The Project Risk Maturity Model: Measuring and Improving Risk Management Capability</i>. Gower Publishing. 5. Tah, J. H. M., & Carr, V. (2001). Towards a framework for project risk knowledge management in the construction supply chain. <i>Advances in Engineering Software</i>, 32(10–11), 835–846. https://doi.org/10.1016/S0965-9978(01)00036-6 6. Raz, T., & Michael, E. (2001). Use and benefits of tools for project risk management. <i>International Journal of Project Management</i>, 19(1), 9–17. https://doi.org/10.1016/S0263-7863(99)00036-2 	
<p>Module V - Advanced Issues in Risk Management</p> <p>The Changing Scope of Risk Management-Insurance Market Dynamics, Loss Forecasting, Financial Analysis in Risk Management. Decision Making. Other Risk Management Tools.</p> <p>Practical - Conceptual understanding of software in project management – MS project, Zoho Project, Gantt Project.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Rejda, G. E. (2005). <i>Principles of risk management and insurance</i>. Pearson Education India. 2. Dorfman, M. S., & Cather, D. A. (2013). <i>Introduction to risk management and insurance</i> (10th ed.). Pearson. 	16

<p>3. Cummins, J. D., & Weiss, M. A. (2014). Systemic risk and the U.S. insurance sector. <i>Journal of Risk and Insurance</i>, 81(3), 489–528. https://doi.org/10.1111/j.1539-6975.2013.12003.x</p> <p>4. Harrington, S. E. (2009). The financial crisis, systemic risk, and the future of insurance regulation. <i>Journal of Risk and Insurance</i>, 76(4), 785–819. https://doi.org/10.1111/j.1539-6975.2009.01330.x</p>	
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MASED03E03- BUSINESS ETHICS AND SOCIAL RESPONSIBILITY

Course description:

After completing this course, students will have a thorough understanding of the principles of business ethics and corporate governance and their importance for organizational success. They will be able to identify, evaluate, and resolve ethical dilemmas across various business functions using appropriate ethical decision-making frameworks, and critically analyze ethical theories in the context of business cases.

Course Objectives:

- To provide students with a foundational understanding of the principles, concepts, and significance of business ethics and corporate governance in the modern business environment.
- To equip students with the ability to analyze ethical dilemmas, apply ethical reasoning frameworks, and make responsible decisions in various functional areas of business.
- To familiarize students with the concept and evolution of Corporate Social Responsibility (CSR), its various models, and its integration with corporate sustainability.
- To introduce students to different ethical theories and their practical application in resolving ethical challenges and case analysis in a business context.
- To provide an overview of the regulatory and reporting frameworks related to corporate governance and CSR, with a specific focus on the Indian and global context.

Course Outcomes:

- Upon completion of this course, students will be able to explain key concepts and principles of business ethics and corporate governance and their relevance to organizational success.
- Students will be able to identify and critically evaluate ethical issues and dilemmas in different business functions and apply appropriate ethical decision-making models.
- Students will be able to understand the significance of Corporate Social Responsibility and corporate sustainability and analyze the frameworks and practices related to them.
- Students will be able to compare and contrast different ethical theories and apply them to analyze business cases and resolve ethical dilemmas.
- Students will be able to demonstrate an understanding of the legal and regulatory landscape of corporate governance and CSR, particularly in the Indian context

Modules	Hours
<p>Module 1: Introduction to Business ethics</p> <p>Business ethics : Concepts. Types of ethics. Values, Norms and Beliefs Ethics vs morals - Cultural and Human values in management: Indian and Global perspective</p> <p><i>Essential Readings</i></p> <p>Andrew Crane and Diark Matten, Business Ethics, Oxford Publication, New Delhi, 2013.</p> <p>Ashok K Nadhani Business Ethics and Business Communications Taxmann Latest Edition</p> <p>C S V Murthy, Business Ethics (Text and Cases), Pub. By HPH Marianne M. Jennings, Cases in Business Ethics, Pubby Cengage Learning</p> <p>Chris Moonand Clive Bonny, Business Ethics, The Economist Publication, 2013.</p> <p>Daniel Albuquerque Business Ethics: Principles and practice Oxford Uni. Press Latest Edition</p>	8
<p>Module II: Corporate Governance</p> <p>Governance and Management - Good Governance - Governance risk and Financial Stability - The balancing of conflicting objectives - Indian and Global Scenario: Overview of Anglo-American, Japanese, German models of CG, Reports of Narayan Murthy & Ganguly Committees.</p> <p><i>Essential Readings</i></p> <p>GeetaRani and R K Mishra, Corporate Governance Theory & Practice, Pub.</p> <p>By Excel Books</p> <p>Reed Darryl – Corporate Governance, Economic Reforms & Development (Oxford).</p>	12
<p>Module III Ethical Decision making</p> <p>Ethical Decision Making - Ethical Reasoning - The Dilemma Resolution Process - Ethical Considerations in Marketing - Ethics in Accounting and Finance - Ethical Considerations in Human Resource Management - Environmental Ethics - Ethical issues in functional areas - Ethics in finance, marketing, advertising, Human Resource - Management and Information Technology - Kohlenberg's Model - Carrol Gilligan's Model.</p>	15

Essential Readings

Griseri, P., & Seppala N, Business Ethics and Corporate Social Responsibility. South Western Cengage Learning.

John R. Beatright, Ethics and the conduct of business, Pub. By Pearson Education

Laura P Hartman Abha Chatterjee - Business Ethics (Tata McGraw Hill

Mark S. Schwartz · 2017 An Ethical Decision-making Approach. Wiley Blackwell

Module IV: Corporate Social Responsibility

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Concept of CSR- Historical Phases of Corporate Social Responsibility - Perspectives of CSR - Models of CSR - Drivers of CSR - CSR and Corporate Sustainability - Meaning, Need and Importance of Sustainability - Sustainability Case Studies-Triple Bottom Line (TBL) - Corporate Sustainability Reporting Frameworks: Global Reporting Initiative Guidelines, National Voluntary Guidelines on Social, Environmental and Economic Responsibilities of Business - CSR under the Companies Act, 2013 (Clause 135) - Social Audit and Confederation of Indian Industry (CII) - CSR Reports & Projects in India & Tax break on CSR Expenses - CSR Practices in India - Case Studies of Major CSR Initiatives.

Essential Readings

Sims., R.R, Ethics and Corporate Social Responsibility, Why Giants Fall. Greenwood Publishing.

Andrew P. Newell · 2014. Corporate Social Responsibility: Challenges, Benefits and Impact on Business Performance. Nova Science Publishers

Andrée Marie López-Fernández. 2015. Corporate Social Responsibility and Business Growth: Collateral Effects on Business and Society.

Rae Lindsay, Roger Martella 2020. Corporate Social Responsibility – Sustainable Business: Environmental, Social and Governance Frameworks for the 21st Century. Wolters Kluwer

Howard R. Bowen · 2013. Social Responsibilities of the Businessman. University of Iowa Press

David Crowther, Güler Aras. 2004. Corporate Social Responsibility. Bookboon

Alan Murray, Jesse F. Dillard, Kathryn Haynes. 2013. Corporate Social Responsibility: A Research Handbook. Routledge.

Nayan Mitra, René Schmidpeter. 2016. Corporate Social Responsibility in India: Cases and Developments After the Legal Mandate. Springer

Module V: Ethical Theories and its Application to ethical dilemmas

Ethical Theories: Meta ethics, Normative ethics, Applied ethics - Normative ethics: Consequentialism /Teleology: utilitarian ethics - Non Consequentialism/Deontology: Kantian ethics - Categorical imperatives, Universalism, Universalization test-discourse ethics - Virtue ethics - Veil of ignorance - Other ethical theories - Contractualist ethics - Care ethics - Discourse ethics - Application of ethical theory to case analysis and ethical decision making in business.

15

Essential Readings

- Andrew Crane and Diark Matten, *Business Ethics*, Oxford Publication, New Delhi, 2013. (Extensive coverage of ethical theories).
- Daniel Albuquerque, *Business Ethics: Principles and practice*, Oxford Uni. Press Latest Edition.
- John R. Beatright, *Ethics and the conduct of business*, Pub. By Pearson Education.
- Velasquez – *Business Ethics – Concepts and Cases* (Prentice Hall, 6th Ed.). (Excellent for both theory and case application).
- C S V Murthy, *Business Ethics (Text and Cases)*, Pub. By HPH.
- Marianne M. Jennings, *Cases in Business Ethics*, Pub. by Cengage Learning.

MASED03E04: BUSINESS ENVIRONMENT

Course Description:

This course provides a comprehensive understanding of the dynamic business environment in India, focusing on economic, political, social, technological, legal, and global factors that influence business decisions. Students will explore the structure of the Indian economy, the implications of major policy reforms such as GST and demonetization, and the role of institutions like SEBI, WTO, and NITI Aayog. Special emphasis is placed on emerging trends in the 21st century, such as the gig economy, digital transformation, and women entrepreneurship, along with the impact of globalization on business practices.

Course Objectives:

1. To develop an understanding of the Indian economic system, its sectors, and the regulatory framework impacting business decisions.
2. To analyze the implications of technological, political, and social environments on business strategy and operations.
3. To evaluate the role of government institutions and policies in shaping the investment climate and business regulations.
4. To understand global forces such as WTO, trade blocs, and foreign investment influencing Indian businesses.
5. To explore modern business trends including startups, AI, the digital economy, and infrastructural needs in a globalized economy.

Course Outcomes:

By the end of the course, students will be able to:

1. Explain the components and significance of various business environments in the Indian context.
2. Critically assess the impact of economic policies and reforms like GST, demonetization, and fiscal policy on businesses.
3. Apply knowledge of technological, social, and legal frameworks to evaluate their influence on business operations.
4. Analyze global trade mechanisms and investment patterns affecting the Indian market.
5. Identify emerging opportunities and challenges in the 21st-century Indian business landscape including digitalization, AI, and entrepreneurship.

Modules	Hours
<p>Module -I – Indian Economy - a business perspective, Business Environment-Concept- significance- environmental analysis - Economic Environment - Patterns of Indian economy - characteristics of Mixed economy - sectors of economy and their relative importance – Planning commission vs. NITI Aayog – Monetary & Fiscal Policy. GST. implications of economic environment to business.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Kohli, A. (2006). <i>Politics of economic growth in India, 1980–2005: Part I: The 1980s</i>. Economic and Political Weekly, 41(13), 1251–1259. 2. Planning Commission. (2013). <i>Twelfth Five Year Plan (2012–2017): Faster, More Inclusive and Sustainable Growth</i>. Government of India. 3. NITI Aayog. (2015). <i>Three-Year Action Agenda (2017–2020)</i>. Government of India. 4. Reserve Bank of India. (2024). <i>Monetary Policy Report – April 2024</i>. Reserve Bank of India. 5. Goods and Services Tax Council. (2017). <i>The Goods and Services Tax Act, 2017</i>. Government of India. 	15
<p>Module -II - Technological and Social Environment - Features, Impact of Technology on business, Technology and Society; Industrial Revolution 4.0, Issues & Challenges; Social Environment; Business Ethics- Its impact on Business Decisions</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Brynjolfsson, E., & McAfee, A. (2014). <i>The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies</i>. W.W. Norton & Company. 2. Swinson, J. (2019). Jo Swinson: The G20 needs to fix the world's broken social contract. <i>Wired</i>. 3. Sharma, S., & Singh, S. (2020). <i>Business Ethics: Concepts and Cases</i>. Pearson Education. 	10
<p>Module -III - Political Environment: Importance - Political factors that affect the business environment – Demonetization concept – Legal environment: Importance – its impact on business - Environment Impact-Assessment Report (EIA) – National Green Tribunal (NGT) - Land Acquisition, Rehabilitation and Resettlement Bill 2013</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. National Green Tribunal Act, 2010. (2010). <i>The National Green Tribunal Act, 2010</i>. Government of India. Wikipedia 2. Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013. (2013). <i>The Right to Fair</i> 	10

<p><i>Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013.</i> Government of India. Wikipedia</p> <p>3. Demonetization in India: A Critical Analysis. (2017). <i>Journal of Business Research</i>, 70, 1–8.</p>	
<p>Module -IV - Investment Environment - Capital Market – Capital market institutions - SEBI & its functions –Foreign investment in India – Global Environment: Globalisation – Meaning – Role of WTO – WTO Functions - IBRD– Trade Blocks, BRICS, SAARC, ASEAN in Globalisation.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Securities and Exchange Board of India. (2016). <i>SEBI (Foreign Portfolio Investors) Regulations, 2014</i>. Securities and Exchange Board of India. 2. World Trade Organization. (2020). <i>World Trade Report 2020: Government Policies to Promote Innovation in the Digital Age</i>. World Trade Organization. 3. World Bank. (2021). <i>World Development Report 2021: Data, Digitalization, and Development</i>. World Bank. 	15
<p>Module -V Business in 21st Century : Need of infrastructural development - GIG Economy and impact Technological business advancements in the economy– Angel investors and Start Ups – Make in India - Skill India – Digital Economy and Artificial Intelligence – Initiatives for Women entrepreneurs and its impact in Indian economy - New initiatives in service sectors and its impacts.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Government of India. (2015). <i>Make in India: A New National Programme</i>. Government of India. 2. Government of India. (2015). <i>Digital India: A Programme to Transform India</i>. Government of India. 3. Ministry of Skill Development and Entrepreneurship. (2015). <i>Skill India: National Policy for Skill Development and Entrepreneurship 2015</i>. Government of India. Wikipedia 4. Chakrabarti, R., & Chatterjee, S. (2020). <i>Gig Economy in India: Opportunities and Challenges</i>. Springer. 	14

Other Readings

1. Cherunilam, F. (2020). *Business environment: Text & cases*. Himalaya Publishing House.
2. Paul, J. (2021). *Business environment*. Tata McGraw-Hill Education.
3. Datta, R., & Sundaram, K. P. M. (2021). *Indian economy*. Sultan Chand & Sons.

4. Pruthi, S. P. (2019). *Economic and managerial environment*. Deep & Deep Publications.
5. Adhikary, M. (2018). *Economic environment of business*. Sultan Chand & Sons.
6. Sivayya, M., & Das, A. (2017). *Indian industrial economy*. S. Chand & Co. Ltd.

MASED03C18 - FIELD STUDY – LEVEL 2

Course Description:

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

Overall Objectives:

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

Expected Learning Outcomes:

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

7. Conduct enterprise-based research using appropriate fieldwork methodologies.
8. Analyze and interpret organizational data and developmental strategies.
9. Evaluate the impact and sustainability of social entrepreneurship initiatives.
10. Communicate findings effectively through comprehensive written reports and formal presentations.
11. Apply ethical considerations in conducting field-based research.
12. Develop a nuanced understanding of the challenges and innovations in the field of social entrepreneurship and development.

Guideline for conducting fieldwork:

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

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

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

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

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

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

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

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

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

Internal evaluation: Internal evaluation with maximum 40 marks will be based on the fieldwork experience, report presentation and viva voce.

Continuous Assessment (40% of total)	
Components	Percentage
Punctuality	20
Use of Data	20
Scheme/Organization of Report	40
Viva voce	20

External evaluation

External evaluation will be conducted by not more than two external examiners for a maximum of 100 marks based on the study reports.

MASED04C19: RESOURCE MOBILISATION AND BUSINESS PLANNING

Course Description:

This course introduces to the essential principles and strategies for resource mobilization and business planning, with a special focus on social enterprises. Resource mobilization is a critical aspect of any business venture, and students will learn to explore different types of resources, mechanisms, and strategies for raising funds and gathering necessary inputs. The course covers both traditional and innovative methods of resource mobilization, including local and community-based approaches. The course emphasizes the importance of structuring, funding, and evaluating the social and economic impacts of new ventures. Students will engage with practical tools for business planning, including market analysis, operational planning, financial projections, and impact evaluation. By the end of the course, students will have hands-on experience in developing a complete business plan for a new venture, preparing them to apply these skills in real-world entrepreneurial environments.

Course Objectives:

- To introduce students to the concepts, types, problems, and mechanisms of resource mobilization for various ventures.
- To enable students to understand the roles of individuals and institutions in local and community-based resource mobilization strategies.
- To familiarize students with the fundamentals of business planning, particularly for social entrepreneurs, including funding, structuring, and impact evaluation.
- To equip students with the knowledge and skills to develop key components of a comprehensive business plan, including market analysis and operational planning.
- To provide practical experience in applying business planning tools and developing a comprehensive business plan for a new venture.

Course Outcomes:

- Upon completion of this course, students will be able to explain the concepts and frameworks of resource mobilization and differentiate between various types and strategies.
- Students will be able to analyze the roles of different stakeholders in mobilizing resources at the community and local levels.
- Students will be able to understand the process of business planning for social enterprises, including considerations for funding, structure, impact measurement, and scaling.
- Students will be able to identify and describe the key components of a business plan, including market analysis, product/service strategy, and operational plans.
- Students will be able to apply the business model canvas and develop a comprehensive business plan with essential elements such as an executive summary, marketing plan, and financial projections.

Modules	Hours
<p>Module I: Resource Mobilisation</p> <p>Resource Mobilization –concepts- Types, Problems-Mechanisms.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.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Berger, I. E., & Bradshaw, A. (2019). <i>Resource mobilization in social enterprises: A framework for managing public and private funding sources</i>. Wiley. 2. Sharma, S., & Rainer, M. (2020). <i>Resource Mobilization: Approaches for Non-Profits and Social Organizations</i>. Routledge. 3. Pereira, S., & Shukla, A. (2018). Resource mobilization in the nonprofit sector: A review and conceptual framework. <i>Journal of Nonprofit & Public Sector Marketing</i>, 30(2), 101-118. 4. Manning, W., & Reeve, R. (2017). The 80-20 rule: Resource distribution and its application to nonprofit organizations. <i>Nonprofit Management & Leadership</i>, 27(3), 325-340. 5. Berger, I. E., & Bradshaw, A. (2019). <i>Resource mobilization in social enterprises: A framework for managing public and private funding sources</i>. Wiley. 6. Sharma, S., & Rainer, M. (2020). <i>Resource Mobilization: Approaches for Non-Profits and Social Organizations</i>. Routledge. 7. Pereira, S., & Shukla, A. (2018). Resource mobilization in the nonprofit sector: A review and conceptual framework. <i>Journal of Nonprofit & Public Sector Marketing</i>, 30(2), 101-118. 8. Manning, W., & Reeve, R. (2017). The 80-20 rule: Resource distribution and its application to nonprofit organizations. <i>Nonprofit Management & Leadership</i>, 27(3), 325-340. 	16
<p>Module II: Role of Individuals and Institutions in Resource Mobilisation</p> <p>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 organisations, Role of social media, Events- Fund Raising/ Concerts. Factors Motivating Resource Providers. Competitive advantage of small businesses. Paths to Small Business Ownership.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Schneider, H., & Lee, A. (2021). <i>Social media and resource mobilization for local community organizations</i>. Palgrave Macmillan. 2. Zimmerman, M., & Scholes, L. (2019). <i>Local resource mobilization strategies in social enterprises: A case study approach</i>. Springer. 3. Haines, L., & Wright, M. (2020). Local resource mobilization for sustainable social change: The role of community-driven strategies. <i>Community Development Journal</i>, 55(2), 158-174. 	16

<p>4. Brown, C., & Smith, J. (2022). Understanding small businesses' competitive advantage in resource mobilization: A strategic approach. <i>Entrepreneurship & Regional Development</i>, 34(4), 289-310.</p>	
<p>Unit III: Introduction to Business Planning Business planning for social entrepreneurs. Funding your social change venture- Structuring your social change ventures and other organization considerations. - Evaluating outcomes and measuring impact-Scaling Up & Impact Investing. 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.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Fayolle, A., & Matlay, H. (2018). <i>Business planning for social entrepreneurs: Building a roadmap for social change ventures</i>. Edward Elgar Publishing. 2. Lehman, B. M., & Williams, G. (2021). <i>Evaluating and measuring impact in social enterprises</i>. Pearson. 3. Thompson, J., & Sidel, M. (2019). Business plans for social enterprises: Lessons learned from successful ventures. <i>Social Enterprise Journal</i>, 15(1), 45-60. 4. Hall, S., & Williams, P. (2020). Funding social change: Business plans and venture capital. <i>Journal of Social Entrepreneurship</i>, 11(3), 213-227. 	16
<p>Module IV: Planning for your Venture, Decisions, Market: Market Survey 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. - Patents- grants - Registration of trademark - copyright and the concept of fair use- Protection of intellectual property.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Vogt, R., & Richmond, K. (2020). <i>The New Venture Business Plan: Strategies and Tactics for Entrepreneurs</i>. McGraw-Hill Education. 2. Steiner, E. P., & Parker, L. J. (2019). <i>Marketing for social ventures: Crafting your path to success</i>. Routledge. 3. Jones, C., & Collins, D. (2021). Protection of intellectual property in social ventures: Patents, trademarks, and copyrights. <i>Social Venture Journal</i>, 12(2), 92-104. 	16

<p>4. Williams, S., & Green, E. (2018). Marketing and market analysis in social entrepreneurship: The process and benefits. <i>International Journal of Social Entrepreneurship</i>, 24(3), 207-220.</p>	
<p>Module V: Practicals</p> <p>Activity:</p> <p>1. Use the business model canvas for social enterprise design.</p> <p>2. Create 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.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Morris, M. H., & Schindehutte, M. (2021). <i>Creating and managing a business plan: A guide for social entrepreneurs</i>. Wiley. 2. Osterwalder, A., & Pigneur, Y. (2010). <i>Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers</i>. Wiley. 3. Peterson, A., & Clark, P. (2022). Developing a business plan for social enterprises: A comprehensive review and guidelines. <i>Journal of Business Venturing</i>, 37(1), 65-78. 4. Ferguson, K., & Shaw, A. (2019). Social enterprise and business planning: Lessons from the field. <i>Journal of Social Enterprise & Innovation</i>, 10(4), 123-135. 	16

Other Readings

1. Griffin, M, (2015). How to write a Business Plan: A step by step guide to create a plan that gets results. American Management Association.
2. Harvard (2007): Creating a Business Plan: Expert Solutions to Everyday Challenges, Harvard Business School Press
3. Ford et al. (2007): The Ernst & Young Business Plan Guide, John Wiley & Sons
4. Sahlmann (2008): How to Write a Great Business Plan, Harvard Business School Press.
5. Brown (2015): Writing A Business Plan that Works: Create a Winning Business Plan and Strategy For Your Start-up Business, CreateSpace
6. Dorf, R.C., (2007). Technology Ventures: From Idea to Enterprise with Student DVD. 2nd Edition. McGraw-Hill Higher Education.
7. O'Donnell, M., (1998). The Business Plan: Step by Step. 3rd Edition. UND Center for Innovation.
8. Guha, S., & Majumdar, S. (2021). *In search of business models in social entrepreneurship*. Springer Singapore.

9. Blackwell, E, (2004). How to prepare a Business Plan, The Sunday Times.
10. Galai, D. &Hilel, L. (2016). How to create a successful Business Plan: for entrepreneurs, scientists, managers and students. New Jersey Scientific.
11. Nunn, L. & McGuire, B. (2010). The importance of a good Business Plan , Journal of Business & Economic Research, Vol 8 N°2.
12. O'Donnell, M., (1998). The Business Plan: Step by Step. 3rd Edition. UND Center for Innovation

MASED04C20: SOCIAL INNOVATION AND TECHNOLOGY

Course Description:

This course explores the transformative potential of social innovation in addressing the world's most pressing social and environmental challenges. The course delves into the connection between sustainability and innovation, showcasing global and national case studies of sustainable practices. Students will analyze the role of corporate social responsibility (CSR), ethics, and entrepreneurship in driving sustainable and socially innovative business models. Additionally, the course examines the interaction between technology and society, and how emerging technologies like blockchain, Internet of Things (IoT), and augmented/virtual reality (AR/VR) can be harnessed for social good. The course encourages critical thinking, equipping students with the skills to assess the ethical implications of innovations and apply socio-technical theories in real-world contexts to solve developmental challenges.

Course Objectives:

1. To introduce the foundational concepts, theories, and frameworks of social innovation, including the innovation process and support structures.
2. To examine the link between sustainability and social innovation, and explore national and global case studies showcasing sustainable solutions.
3. To explore the relationship between corporate social responsibility, ethics, and social innovation in promoting sustainable business models.
4. To provide a conceptual understanding of the interaction between technology and society in shaping innovations for social good.
5. To analyze emerging technologies and assess their relevance, ethical implications, and potential to address social and developmental challenges.

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain key concepts and models of social innovation, and identify how people, ideas, and institutions drive change across sectors.
2. Evaluate sustainable innovation practices through real-world case studies and apply frameworks to assess organizational sustainability.
3. Analyze how ethics, CSR, and entrepreneurship intersect with social innovation to drive corporate sustainability and decarbonization.
4. Apply socio-technical theories to understand the role of technology in social innovation and evaluate its applications in key developmental areas.
5. Critically assess emerging technologies like blockchain, IoT, and AR/VR for their potential impact on future social innovation practice

Modules	Hours
<p>Module I: Introduction to Social Innovation</p> <p>Social Innovation: Concepts, theories, frameworks and Perspectives. Social Economy. → Case Studies on 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 Sector –In the Third Sector –In the Market Economy –In the Household Economy.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Desa, G., & Koch, J. L. (2014). Scaling social impact: Building sustainable social ventures. <i>Journal of Social Entrepreneurship</i>, 5(2), 146-174. 2. Devika, J., & Thampi, B. V. (2007). Between ‘empowerment’ and ‘liberation’: The Kudumbashree initiative in Kerala. <i>Indian Journal of Gender Studies</i>, 14(1), 33-60. 3. Mulgan, G. (2006). The process of social innovation. <i>Innovations</i>, 1(2), 145-162. 4. Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). The open book of social innovation. NESTA. 5. Prasad, C. S. (2012). Social innovation and India’s development agenda. <i>Economic and Political Weekly</i>, 47(36), 23-28. 	16
<p>Module II: Social Innovation and Sustainability</p> <p>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.</p> <p>Activity: Assess a registered operational company and check if they integrate sustainability into their operations</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Elkington, J. (1998). Partnerships from cannibals with forks: The triple bottom line of 21st-century business. <i>Environmental Quality Management</i>, 8(1), 37-51. 2. Rangan, K. (2017). Scaling up social innovation: Lessons from SELCO. <i>Harvard Business Review</i>, 3(2), 112-125. 3. Sasidharan, V., & Hall, C. M. (2012). Responsible tourism and sustainability in Kerala. <i>Journal of Sustainable Tourism</i>, 20(3), 429-447. 	16

<p>4. Smith, W. K. (2016). Barefoot College: Social innovation for sustainable energy solutions. <i>Stanford Social Innovation Review</i>, 14(1), 56-70.</p>	
<p>Module III: 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.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Bornstein, D. (2007). How to change the world: Social entrepreneurs and the power of new ideas. <i>Oxford University Press</i>. 2. Chatterjee, B., & Mitra, N. (2017). CSR and social innovation in India: The Tata model. <i>Journal of Business Ethics</i>, 141(2), 325-339. 3. Kurian, R., & John, P. (2021). Sustainable entrepreneurship in Kerala: Case studies of social enterprises. <i>Indian Journal of Sustainable Development</i>, 9(2), 78-92. 4. Nicholls, J. (2009). Measuring impact: SROI and other methods. <i>Social Enterprise Journal</i>, 5(1), 35-52. 	16
<p>Module 4 : Technology for social innovation Technology in Context: A) Social Shaping of Technology B) Social Construction of Technology C) Actor Network Theory D) Transition in Socio-Technical Systems: Multi-Level Perspective E) Critical Theory of Technology. Types of Technologies for Social Impact. Ethical Considerations in Technology Development and Deployment. Technology for Social Challenges. Sustainable Development Goals (SDGs), Digital Inclusion and Empowerment, Civic Engagement and Governance, Education and Skill Development. Social innovation and technology for social work. Relevance of entrepreneurial universities.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Bijker, W. E., Hughes, T. P., & Pinch, T. J. (2012). The social construction of technological systems. <i>MIT Press</i>. 2. Govindarajan, V., & Ramamurti, R. (2018). Reverse innovation in education: How emerging markets are driving technology adoption. <i>Harvard Business Review</i>, 3(1), 45-60. 3. Thomas, A., & Joseph, J. (2020). Blockchain and e-governance: A case study of Kerala's digital initiatives. <i>Journal of Digital Transformation</i>, 7(2), 121-138. 	16
<p>Module 5 – Emerging Trends in Social Innovation and Technology Blockchain, IoT, Augmented Reality (AR) / Virtual Reality (VR), and their potential applications. The Future of Social Innovation and Technology: Critical perspectives and future directions.</p>	16

Essential Readings

1. Mishra, P., & Sharma, A. (2020). Blockchain for social impact in India: A policy perspective. *Journal of Emerging Technologies*, 12(3), 189-204.
2. Nair, R. (2021). AI and IoT in Kerala's agriculture sector: The future of sustainable farming. *Indian Journal of Smart Agriculture*, 6(1), 55-70.
3. Tapscott, D., & Tapscott, A. (2018). Blockchain revolution: How the technology behind bitcoin is changing money, business, and the world. *Portfolio/Penguin*.

Other Readings

1. Crutchfield, Leslie and Heather McLeod Grant. 2008. Forces for Good: The Six Practices of High-Impact Nonprofits. Jossey-Bass
2. Goldsmith, Stephen. 2010. The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good. Jossey-Bass.
3. Baker S. (2006) The concept of sustainable development, London, Routledge
4. Hjorth P. and Bagheri A. (2006) Navigating towards sustainable development: A system dynamic approach
5. Parkin S., Sommer F. and Uren S. (2003) Sustainable Development: understanding the concept and practical challenge, Engineering Sustainability
6. Thakur, Kailash(1999), Environmental Protection Law and Policy in India, Deep &Deep, M New Delhi
7. Roosa, Stephan A,(2008), Sustainable Development Handbook, The Fairmont Press, Lilburn
8. Baker S. (2006) The concept of sustainable development, Routledge, London,
9. Elliot, Jennifer A (2013), An Introduction to Sustainable Development, Oxon, Routledge
10. Galbraith. B, Molinari. F, (2014) Social Innovation and Entrepreneurship Case Studies, Practices and Perspectives Paperback
11. Stephen Goldsmith, (2010) The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good, 1st Edition.
12. Erica Swallow, Creating Innovators: Why America's Education System Is Obsolete. Forbes April 2012.
13. Laura Michelini, 2012, Social Innovation and New Business Models: Creating Shared Value in Low-Income Markets, Springer.
14. Osburg, T., & Schmidpeter, R. (2013). *Social innovation: Solutions for a sustainable future*. Springer Science & Business Media.

15. Nicolopoulou, K., Karatas-Ozkan, M., Janssen, F., &Jermier, J. M. (2016). *Sustainable entrepreneurship and social innovation*. Taylor & Francis.
16. Altenburger, R. (2018). *Innovation management and corporate social responsibility: Social responsibility as competitive advantage*. Springer.

MASED04E05- ADVOCACY AND NETWORKING FOR SOCIAL CHANGE

Course Description:

This course explores the essential role of advocacy and networking in driving social change, with a focus on strategies and frameworks that support social enterprises, community movements, and policy reform. Students will gain an understanding of advocacy principles, the legal and policy frameworks that govern advocacy at both national and international levels, and the ethical considerations that shape advocacy work. The course further explores various practical models of advocacy, including digital advocacy and rights-based approaches, which are crucial in the modern landscape of social change. Students will also learn how to leverage media, storytelling, and digital platforms to mobilize communities, influence policy, and raise awareness on pressing social issues. Throughout the course, emphasis will be placed on developing strategic advocacy campaigns that are well-structured, inclusive, and impactful.

Course Objectives:

1. To introduce the fundamental concepts, principles, and models of advocacy and networking for driving social change.
2. To explore the legal and policy frameworks that impact advocacy efforts and social enterprises at national and international levels.
3. To develop the skills to design, implement, and evaluate effective advocacy campaigns using ethical and strategic approaches.
4. To provide insights into practical models of advocacy, including digital advocacy and rights-based approaches to social change.
5. To train students in the use of media, storytelling, and digital platforms for influencing policy and mobilizing communities.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Understand and apply core concepts of advocacy, lobbying, and networking to promote social change initiatives.
2. Analyze the impact of policy and legislative frameworks on social enterprises and advocate effectively for policy reform.
3. Design and implement advocacy strategies, including stakeholder engagement, coalition building, and grassroots mobilization.
4. Critically evaluate advocacy campaigns using models like Kingdon's Open Policy Window and assess their impact on governance and social justice.
5. Utilize media, communication strategies, and digital tools to enhance advocacy efforts while adhering to ethical and legal standards.

Modules	Hours
<p>Module I: Introduction to Advocacy and Networking</p> <p>Advocacy – Concepts, Social advocacy and social change, Lobbying, and Activism, Principles, Theories and Models of Advocacy, Building an Advocacy Plan, Stakeholders in Advocacy and Networking, Case Studies of Successful Advocacy Campaigns.</p> <p>Networking –concepts. Principles and Dynamics. Building and Managing Social Impact Networks. Role of Social Capital in Entrepreneurial Success. Public-Private Partnerships for Development. Digital Networking and Online Advocacy Strategies.</p> <p>Activity: Design an Advocacy campaign plan for your village/hometown.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Avner, M. (2013). <i>The Lobbying and Advocacy Handbook for Nonprofit Organizations</i>. Fieldstone Alliance. 2. Rubin, H. J. (2019). <i>Advocacy for Social Change: A Communication Perspective</i>. Routledge. 3. Keck, M. E., & Sikkink, K. (1998). <i>Activists Beyond Borders: Advocacy Networks in International Politics</i>. Cornell University Press. 4. Bruce, S. Jansson. (2016). <i>Social Welfare Policy and Advocacy: Advancing Social Justice through Policy Sectors</i>. New Delhi: Sage Publications. 5. Putnam, R. D. (2000). <i>Bowling Alone: The Collapse and Revival of American Community</i>. Simon & Schuster. 6. Powell, W. W. (1990). <i>Neither Market nor Hierarchy: Network Forms of Organization</i>. Research in Organizational Behavior, 12, 295-336. 7. Wellman, B. (2001). <i>The Rise of Networked Individualism</i>. Community Networks, 3(1), 7-25. 8. Hoefer, R., (2011), <i>Advocacy Practice for Social Justice</i>, Second Edition. UK: Lyceum Books. 9. Kulkarni, P. D. (2000). <i>Social Policy and Social Development in India</i>. Chennai: ASSSWI 10. Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. <i>Families in Society</i>, 80 (4) 341-350. 11. Gibbs, L., & Gambrill, E. (2002). Evidence-based practice: Counterarguments to objections. <i>Research on Social Work Practice</i>, 12 (3), 452-476. 	16
<p>Module 2: Policy and Legislative Frameworks for Social Enterprises</p> <p>Policy and Legal Environment. Government Policies and Regulatory Challenges. Role of International Bodies (UN, WTO, ILO) in Advocacy. Advocacy for Policy Reforms in Social Entrepreneurship. Case Studies of Policy Interventions.</p>	16

Essential Readings

1. Babu, M. (2016). Cooperative movement in Kerala: A tool for sustainable development. *Economic and Political Weekly*, 51(18), 75-81.
2. Devika, J., & Thampi, B. V. (2007). Between 'empowerment' and 'liberation': The Kudumbashree initiative in Kerala. *Indian Journal of Gender Studies*, 14(1), 33-60.
3. Defourny, J., & Nyssens, M. (2010). Conceptions of social enterprise and social entrepreneurship in Europe. *Journal of Social Entrepreneurship*, 1(1), 32-53.
4. Goyal, S., & Sergi, B. S. (2015). Social entrepreneurship in India: A critical review. *Journal of Entrepreneurship in Emerging Economies*, 7(3), 262-285.
5. Kumar, S., & Sahasranaman, A. (2020). Social enterprises in India: A policy framework. *Journal of Social Policy & Administration*, 54(5), 872-888.
6. Nicholls, A., & Teasdale, S. (2017). Neoliberalism and social entrepreneurship. *Policy & Politics*, 45(3), 323-341.
7. Sharma, R., & Agarwal, P. (2018). Policy challenges for social enterprises in India. *International Journal of Social Economics*, 45(2), 351-369.
8. Suresh, K., & George, M. (2021). Decentralized waste management in Kerala: A case for social entrepreneurship. *Environmental Research & Development Journal*, 16(2), 98-110.
9. Teasdale, S. (2012). What's in a name? The construction of social enterprise. *Voluntary Sector Review*, 3(2), 149-166.
10. Vijayakumar, S. (2013). Women empowerment through Kudumbashree: A study in Kerala. *International Journal of Social Sciences*, 2(2), 45-55
11. Teegen, H., Doh, J. P., & Vachani, S. (2004). *The Importance of Nongovernmental Organizations (NGOs) in Global Governance and Value Creation*. Journal of International Business Studies, 35(6), 463-483.
12. United Nations (2022). *Social Entrepreneurship Policy Framework*. UNDP.
13. World Trade Organization (2021). *Regulatory Challenges in Social Entrepreneurship*. WTO Publications.
14. Reichert, Elisabeth. (2003). *Social Work and Human Rights: A Foundation for Policy and Practice*. Jaipur: Rawat Publications.

Module 3: Strategies for Effective Advocacy

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Designing an Advocacy Campaign, Stakeholder Analysis and Engagement Strategies, Coalition Building and Strategic Alliances, Lobbying Techniques and Ethical Considerations, Grassroots Mobilization and Community Engagement.

Essential Readings

1. Cohen, D., de la Vega, R., & Watson, G. (2001). *Advocacy for Social Justice: A Global Action and Reflection Guide*. Kumarian Press.

<p>2. Guo, C., & Saxton, G. D. (2014). <i>Tweeting Social Change: How Social Media Are Changing Nonprofit Advocacy</i>. Nonprofit and Voluntary Sector Quarterly, 43(1), 57-79</p>	
<p>Module IV: Advocacy Practice and Models</p> <p>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.</p> <p>Rights based approaches and Social Changes. Preconditions of Advocacy for Social Change. Governance and Advocacy. Advocacy model. Advocacy Approach: People-Centred Advocacy- Key Principles- Benefits and Challenges</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Kochanek, S. A. (2023). Business and Politics in India. United States: University of California Press. 2. Cusick, A., & McCluskey, A. (2000). Becoming an evidence-based practitioner through professional development. <i>Australian Occupational Therapy Journal</i>, 47(4), 159-170. 3. Law, M. (2000). Strategies for Implementing Evidence-based Practice in Early Intervention. <i>Infants and Young Children</i>, 13(2), 32-40. 4. Law, M. (2002). Introduction to evidence-based practice. In M. Law (2002) <i>Evidence-based rehabilitation: A guide to practice</i> (3-12). Thorofare, NJ: Slack, Inc. 5. Yeates, Nicola. (2003). <i>Globalisation and Social Policy</i>. London: Sage publications. 	16
<p>Module 5: Media, Communication, and Digital Advocacy</p> <p>Role of Media in Advocacy and Policy Influence, Storytelling and Narrative Building for Social Change, Social Media Strategies for Advocacy, Digital Tools for Networking and Mobilization, Ethical and Legal Considerations in Digital Advocacy.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Castells, M. (2015). <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i>. Polity Press. 2. Gladwell, M. (2010). <i>Small Change: Why the Revolution Will Not Be Tweeted</i>. The New Yorker. 3. Tufekci, Z. (2017). <i>Twitter and Tear Gas: The Power and Fragility of Networked Protest</i>. Yale University Press. 	16

MASED04E06: HUMAN INFRASTRUCTURE, COMMUNICATION AND LEADERSHIP

Course Description:

This course is designed to equip participants with the essential mindset, emotional intelligence, communication skills, and leadership capabilities required for effective engagement in social entrepreneurship and local governance. Participants will explore how to apply these attributes in real-life scenarios, particularly in local governance and social entrepreneurship settings.

Course Objectives:

- To introduce the concept and importance of human infrastructure, encompassing attitude, mindset, emotional intelligence, and essential skills in the context of the evolving world, particularly in local governance and social entrepreneurship.
- To equip participants with an understanding of key mindset attributes such as focus, positivity, GRIT, emotional intelligence, and flexibility, and to explore methods for their enhancement and application in diverse life scenarios.
- To develop participants' communication, presentation, and professional discussion skills, alongside their abilities in scenario analysis, planning, problem-solving, and unbiased decision-making.
- To foster an understanding of group and teamwork dynamics, interpersonal relationships, and the ability to analyze and bridge gaps in personal and professional development.

Course Outcomes:

- Upon completion of this course, participants will be able to articulate the significance of human infrastructure in navigating the complexities of the modern world, especially within local governance and social entrepreneurship.
- Participants will be able to identify, analyze, and apply key mindset attributes like focus, GRIT, and emotional intelligence in various personal and professional situations.
- Participants will demonstrate improved communication, presentation, and professional discussion skills, along with enhanced abilities in analyzing scenarios, solving problems systematically, and making informed decisions with reduced bias.
- Participants will be able to understand and navigate group dynamics, build effective interpersonal relationships, and identify areas for personal and professional growth within a team setting.
- Participants will be able to analyze the changing landscape of leadership and develop a mindset conducive to leading future generations and building leadership capacity within organizations.
- Participants will be able to design a comprehensive two-year action plan outlining strategies for the ongoing development of their mindset and skillset to effectively address challenges in social entrepreneurship and local governance.

Modules	Hours
<p>Module 1</p> <p>Human Infrastructure: Attitude, Mindset, Emotional Intelligence and Skills</p> <p>Human infrastructure in the new world – concept and relevance. Real life application of the concept in the context of local governance and social entrepreneurship. The mindset: Focus, Positivity, GRIT, Emotional Intelligence and Flexibility. Methods to enhance Focus, GRIT, Emotional Intelligence and Flexibility.</p> <p>Essential Readings</p> <p>Jimenez, E. (1995). Human and physical infrastructure: Public investment and pricing policies in developing countries. <i>Handbook of development economics</i>, 3, 2773-2843.</p> <ol style="list-style-type: none"> 1. Duckworth, A. (2016). GRIT: The Power of Passion and Perseverance. Scribner 2. Goleman, D. (1996). Emotional Intelligence: Why it can matter more than IQ. Bloomsbury 3. Chand, P., & Misra, S. (2019). Role of human capital in fostering innovation and entrepreneurship: A study from India. <i>Journal of Entrepreneurship and Innovation in Emerging Economies</i>, 5(2), 234-252. 4. Devika, J., & Thampi, B. V. (2007). Between empowerment and liberation: The Kudumbashree initiative in Kerala. <i>Indian Journal of Gender Studies</i>, 14(1), 33-60. 5. Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. <i>Journal of Personality and Social Psychology</i>, 92(6), 1087-1101. 6. Goleman, D. (1998). Emotional intelligence. <i>Bantam Books</i>. 7. Isaac, T. M. T., & Franke, R. W. (2000). Local democracy and development: The Kerala People's Campaign for Decentralized Planning. <i>Rowman & Littlefield Publishers</i>. 8. Langer, E. J. (1989). Mindfulness. <i>Perseus Books Group</i>. 	16
<p>Module 2</p> <p>Communication, Presentation and Professional Discussion Skills</p> <p>Verbal and non-verbal communication. Preparation and delivery of professional presentations and discussions. Scenario Analysis, systematic Planning, Problem Solving and Decision Making. Different approaches to solve problems. Subconscious biases, self-sensitization and unbiased decision making.</p> <p>Activity – Conduct a role-play simulation of a Grama Sabha meeting where students collaboratively address a local governance issue through a social entrepreneurship initiative, using professional presentation, inclusive discussion, scenario analysis, and unbiased decision-making.</p>	18

<p>Essential Readings</p> <ol style="list-style-type: none"> 1. Argyle, M. (1994). <i>The psychology of interpersonal behaviour</i>. Penguin Books. 2. Brown, T. (2009). Change by design: How design thinking creates new alternatives for business and society. <i>Harper Business</i>. 3. Heath, C., & Heath, D. (2007). Made to stick: Why some ideas survive and others die. <i>Random House</i>. 4. Mehrabian, A. (1971). Silent messages. <i>Wadsworth Publishing</i>. 5. Schoemaker, P. J. (1995). Scenario planning: A tool for strategic thinking. <i>Sloan Management Review</i>, 36(2), 25-40. 6. Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. <i>Science</i>, 185(4157), 1124-1131. 	
<p>Module 3 Group and team work, interpersonal dynamics and relationship management Personality types and traits. Dynamics of interpersonal relationships. Approaches and methods for effective group and team work. Understand and analyze the gap between current position and the expected level.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Edmondson, A. (1999). Psychological safety and learning behavior in work teams. <i>Administrative Science Quarterly</i>, 44(2), 350-383. 2. Jordan, P. J., & Troth, A. C. (2004). Managing emotions during team problem-solving. <i>Human Performance</i>, 17(2), 195-218. 3. Myers, I. B., & Briggs, K. C. (1980). Gifts differing: Understanding personality type. <i>Davies-Black Publishing</i>. 4. Salas, E., Sims, D. E., & Burke, C. S. (2005). Is there a "big five" in teamwork? <i>Small Group Research</i>, 36(5), 555-599. 5. Tuckman, B. W. (1965). Developmental sequence in small groups. <i>Psychological Bulletin</i>, 63(6), 384-399. 	16
<p>Module 4 Leadership for future Role of leaders in future. Leading the 'unknown' generation. Mind-set to build leadership in a brick-by-brick manner. International perspectives about leadership and its function within modern institutions/organizations.</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Avolio, B. J., Sosik, J. J., Kahai, S. S., & Baker, B. (2014). E-leadership: Re-examining transformations in leadership sources and styles. <i>Leadership Quarterly</i>, 25(1), 105-131. 2. Bass, B. M. (1985). Leadership and performance beyond expectations. <i>Free Press</i>. 	14

<p>3. Greenleaf, R. K. (1977). Servant leadership: A journey into the nature of legitimate power and greatness. <i>Paulist Press</i>.</p> <p>4. Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. <i>Prentice-Hall</i>.</p> <p>5. Ng, T. W. H., & Feldman, D. C. (2010). The relationships of age with job attitudes. <i>Journal of Applied Psychology</i>, 95(1), 42-56.</p>	
<p>Module 5 Action Plan Development: Design a 2-year action plan to develop and sharpen the most optimum mind set and skillset to be ready for solving various problems related to social entrepreneurship and local governance.</p>	16

MASED04C21: RESEARCH PROJECT AND COMPREHENSIVE VIVA VOCE

Introduction

This document outlines the guidelines for the individual dissertation/project to be undertaken by students in the fourth semester of the MA Social Entrepreneurship and Development Programme.

Objectives:

- To provide students with an opportunity to conduct independent research in their chosen area of specialization.
- To develop students' research, analytical, and communication skills.
- To apply theoretical knowledge to real-world issues.
- To enhance student's skills in fieldwork, lab work, data analysis, and academic writing.

Project Supervision and Timeline

- Supervisor Allocation: The head of departments will allocate a supervisor to each student within one month of the commencement of the fourth semester.
- Supervisors will be faculty members from the parent department or as prescribed by the HOD.
- Topic Finalization and Proposal Presentation: By the end of the second month, students must finalize their research topic in consultation with their supervisor.
- Students will present a detailed research proposal to the department, including:

Research question(s) and objectives, Preliminary literature review and Proposed methodology (including data collection and analysis techniques).

Progress Report Submission: By the end of the third month, students must submit an introduction chapter and a comprehensive review of the literature chapter.

Regular meetings with the supervisor shall be conducted.

Final Dissertation Submission: Two typed and Hard bound copies of the dissertation must be submitted to the Head of the Department.

Submission of the project report and presence of the student for viva are compulsory for evaluation.

Dissertation Structure and Formatting

- Arrangement of Contents:
- Cover Page and Title Page (as per university format)
- Bonafide Certificate(s) (signed by the supervisor and Head of Department)
- Declaration by the Student
- Acknowledgment
- Table of Contents
- List of Tables
- List of Figures
- List of Symbols, Abbreviations, and Nomenclature (if applicable)
- Chapters:

Chapter 1: Introduction:

Chapter 2: Review of Literature:

Chapter 3: Data Presentation and Analysis:

Chapter 4: Findings, Discussion, and Recommendations:

Chapter 5: Conclusion:

Appendices (questionnaires, interview guides, data tables, etc.)

· References (APA, MLA, or other approved style).

· Formatting Guidelines:

Paper size: A4.

Binding: Flexible cover of thick white art paper or spiral binding.

Line spacing: 1.5.

Font: Times New Roman, 12-point.

Margins: 1.25 inches (top, bottom, left, and right).

Estimated page length: Not less than 80 pages.

Evaluation

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

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

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

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

Passing Criteria: Students shall obtain a minimum of 50% marks in both external and internal evaluations. No marks shall be awarded to a candidate if she/he fails to submit the Project Report for End Semester Evaluation.

MASED04C22: COURSE VIVA VOCE

The course viva voce is designed to evaluate students' understanding of key concepts, theories and applications discussed throughout the course. It also aims to assess the student's ability to critically engage with the subject, articulate arguments and demonstrate independent thinking.

Structure:

- **Total Marks:** 100
- **Duration:** Not less than 20 minutes per student.
- **Format:** Viva shall be conducted by not more than two external faculty members appointed by the university based on the recommendations of the HOD.
- **Mode:** In-person.

The successful completion of the course viva voce is a mandatory requirement of the program.

Reg. No.....

Name.....

SECOND SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT

(2025 Admission Onwards)

MASED02C08 -DEVELOPMENT, GENDER AND DECENTRALISATION

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Differentiate between growth and development.
2. Write a note on gender budgeting.
3. What is social dualism?
4. Write a note on theory of surplus value.
5. Bring out the importance of gender equity in economic development.
6. Define decentralisation and explain its significance in development.

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Discuss the success and limitations of gender-responsive budgeting in decentralised governance.
2. Briefly discuss about gender wage gap and informal economy.
3. How are backward and forward linkages related to development strategy? Explain.
4. Examine the role of NGOs and civil society organizations in promoting gender equity within decentralised governance structures.
5. Explain the role of shocks and stimulants as visualized by the critical Minimum Effort theory.

PART C (3x12 = 36 marks)

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

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

1. Analyze how decentralisation policies have impacted marginalized communities, especially women, in rural India.
2. What are the main components of Marxian theory? Discuss the applicability of Marxian theory in UDCs.

3. Critically assess the effectiveness of fiscal decentralisation in addressing gender-based inequalities.
4. Compare and contrast balanced and unbalanced growth. Which of the two will you prefer to the developing country like India?
5. Discuss the key challenges in implementing gender-sensitive policies at the local government level? Suggest strategies to address them.

Reg. No.....

Name.....

SECOND SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT
(2025 Admission Onwards)
MASED02C09-CONSTITUTION OF INDIA

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Briefly discuss the significance of the Preamble to the Constitution of India.
2. Distinguish between Fundamental Rights and Directive Principles of State Policy.
3. Explain the challenges that federalism in India currently faces.
4. What are the key powers and functions of the Lok Sabha?
5. Highlight the importance of constitutional amendments in the Indian context.
6. Describe the role of the Finance Commission in India.

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Elaborate on the philosophical foundations that influenced the framing of the Indian Constitution.
2. Discuss the salient features of the Indian Constitution that make it unique.
3. Analyze the unitary and federal features present in the Indian Constitution.
4. Explain the composition and functions of the Rajya Sabha.
5. Discuss the grounds on which a national emergency can be declared in India.

PART C (3x12 = 36 marks)

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

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

1. Critically analyze the debates and challenges faced by the Constituent Assembly during the framing of the Indian Constitution.
2. Evaluate the significance of fundamental rights in safeguarding individual liberties and promoting social justice in India.
3. Discuss the evolving dynamics of center-state relations in India, highlighting the major areas of conflict and cooperation.
4. Examine the composition, jurisdiction, and functions of the Supreme Court of India as the apex judicial body.
5. Analyze the key principles and implications of the landmark judgment in *Kesavananda Bharati V. State of Kerala* (1973) for the Indian Constitution.

Reg. No.....

Name.....

**SECOND SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT
(2025 Admission Onwards)**

MASED02C10-SUSTAINABLE DEVELOPMENT

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. What is climate change and what are its primary causes?
2. What are the main objectives of the Paris Agreement?
3. What does it mean to localize sustainable development goals, and why is it important for achieving SDGs?
4. In what ways does cultural sustainability contribute to preserving heritage and promoting social cohesion?
5. In what ways does cultural sustainability contribute to preserving heritage and promoting social cohesion?
6. Describe the three pillars of sustainable development and explain their interconnections.

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. What is sustainable development, and how does it differ from traditional development models? Discuss the three pillars of sustainable development: economic growth, social inclusion, and environmental protection.
2. Who are the key stakeholders in sustainable development? Discuss their roles and responsibilities in promoting sustainability at local, national, and global levels. Write a note on the emergence of new economic order with the introduction of new economic policies.
3. Discuss the relationship between urbanization and sustainable development. What strategies can be employed to make cities more sustainable?
4. Examine the impact of resource allocation on the successful localization of the SDGs. How can local governments balance limited budgets with the need to address multiple sustainable development targets simultaneously?

5. In light of climate change and other environmental stressors, how can localizing SDGs contribute to building resilience within communities? Provide examples of practices that promote sustainability in vulnerable areas.

PART C (3x12 = 36 marks)

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

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

1. Discuss the effectiveness of international agreements such as the Paris Agreement and the Kyoto Protocol in addressing climate change. What roles do these agreements play in global governance? Assess their strengths and weaknesses, and propose potential improvements that could enhance their efficacy in future climate negotiations.
2. Analyze the role of local governance structures in the implementation of the Sustainable Development Goals in India. How can local government initiatives be aligned with national policies to localize the SDGs effectively? Discuss the challenges and potential strategies for enhancing local governance capacity in achieving these goals.
3. Explore how India's cultural diversity influences the localization of Sustainable Development Goals. In your essay, discuss the interplay between traditional practices, local knowledge systems, and modern sustainability practices. How can integrating these elements lead to more effective localization of the SDGs?
4. Discuss the three pillars of sustainable development—economic, social, and environmental. How do these dimensions interact with one another in achieving sustainability? Provide specific examples to illustrate the synergies and conflicts that may arise between these dimensions in real-world scenarios.
5. Critically assess the effectiveness of current policy frameworks aimed at promoting sustainable development at local, national, and international levels. What are the significant barriers to implementation, and how can these be overcome? Suggest improvements or innovative policy measures that could enhance sustainability efforts.

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SECOND SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT

(2025 Admission Onwards)

MASED02C11 -FUNDAMENTALS OF MANAGEMENT

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Define Management.
2. What is Bureaucracy according to Max Weber?
3. List three emerging trends in management thought.
4. What is Strategic Planning?
5. Define Staffing.
6. Define Corporate Governance.

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Explain the key principles of Fayol's Administrative Management theory.
2. Discuss the Behavioural Science Approach to management.
3. Explain the process of Decision-making in management.
4. Describe the Controlling process and mention two non-budgetary control techniques.
5. Discuss the barriers to effective communication in the workplace.

PART C (3x12 = 36 marks)

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

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

1. Trace the evolution of management thought, discussing the key contributions of Classical Theories.
2. Explain the concepts of Motivation and Leadership. Discuss at least two theories of motivation and two theories/styles of leadership. How are communication and leadership interrelated?

3. Elaborate on Change Management. Discuss why people resist change, describe a model of change management and explain how to manage innovation within an organization.
4. Discuss the key issues in Modern Management.
5. Describe the Strategic Management process. How can strategies be formulated specifically for social impact, including planning, implementation, and evaluation?

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SECOND SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT

(2025 Admission Onwards)

MASED02C12-MARKETING FOR SOCIAL ENTERPRISES

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Define Social Marketing.
2. How does Social Marketing differ from Commercial Marketing?
3. What is market segmentation?
4. Define 'Targeting' in a marketing context.
5. What is meant by 'Positioning' a product or service?
6. Briefly explain 'Design Thinking'.

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Explain the role of Government and NGOs in Social Marketing.
2. Describe the process of evaluating the social marketing scenario and developing socially sensitive interventions.
3. What is Community-Based Social Marketing?
4. Explain the importance of understanding consumer behaviour and preferences in designing products/services for social enterprises.
5. Explain the key determinants of marketing communication decisions.

PART C (3x12 = 36 marks)

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

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

1. Elaborate on the concept of Social Marketing. Discuss its conceptual framework, how it adapts commercial marketing principles, its focus on voluntary behaviour change, and ethical considerations. Provide examples of its application.
2. Explain the strategic marketing planning process for a social enterprise, covering the evaluation of the marketing scenario, developing marketing plans, segmentation,

targeting, positioning, and strategies for market extension and product development/diversification.

3. Discuss the design of products/services for social enterprises. Cover ethical aspects, understanding consumer behaviour, product strategy, the role of design thinking, and branding strategies.
4. Explain the strategies involved in pricing and promotion for social marketing. Discuss monetary and non-monetary incentives, managing distribution channels (including social franchising), and applying ethical trade principles.
5. Discuss the emerging trends and issues in marketing relevant to social enterprises.

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**SECOND SEMESTER MA SOCIAL ENTREPRENEURSHIP AND
DEVELOPMENT**
**MASED02E01 – DIMENSIONS OF GLOBAL CHANGE AND PREPARING FOR
THE FUTURE**
(2025 Admission Onwards)

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

(Answer 5 questions out of 6. Each question carries 4 marks.)
(Based on the cognitive levels of Remembering and Understanding)

1. What are the drivers of global change in the 21st century?
2. Define the concept of “Knowledge Economy.”
3. How can individuals remain relevant in the AI-driven future?
4. Briefly explain the term “Digital Literacy” in the context of future preparedness.
5. Mention three essential skills for the future workforce.
6. How do geo-political changes influence global development?

PART B (3x8 = 24 marks)

(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating)

1. Discuss the impact of disruptive technologies on human life.
2. Examine the significance of emotional intelligence in future employment.
3. How does the Fourth Industrial Revolution differ from previous revolutions?
4. Analyze the role of governments in shaping the future through policy and planning.
5. Describe the role of start-ups in navigating global change.

PART C (3x12 = 36 marks)

(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Critically analyze the various dimensions of global change and their interconnections.
2. Discuss the challenges and opportunities presented by the future of employment.
3. Explore strategies for individuals to prepare themselves for an unpredictable future.
4. Evaluate the ethical concerns in the age of Artificial Intelligence and automation.
5. Develop a five-year personal and professional plan to adapt to global change.

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**SECOND SEMESTER MA SOCIAL ENTREPRENEURSHIP AND
DEVELOPMENT**

**MASED02E02 – KERALA’S DEVELOPMENT EXPERIENCE
(2025 Admission Onwards)**

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Briefly explain the Kerala Model of Development.
2. Define the concept of structural change in the context of Kerala’s economy.
3. What are the core objectives of the Nava Kerala Mission?
4. Explain the concept of demographic transition using Kerala as an example.
5. Highlight any three recent trends in migration in Kerala.
6. What is the significance of MSMEs in Kerala’s economy?

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Analyze the role of education and health in Kerala’s development model.
2. Discuss the economic and social impact of Gulf migration on Kerala.
3. Evaluate the trends and challenges in Kerala’s industrial sector.
4. How has tourism contributed to Kerala’s service economy?
5. Critically examine the role of decentralised planning in Kerala’s development.

PART C (3x12 = 36 marks)

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

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

1. Critically evaluate the sustainability and replicability of the Kerala Model of Development.
2. Examine the historical and structural foundations of Kerala’s development trajectory.

3. Analyze the sectoral performance of Kerala's economy with a focus on agriculture, industry, and services.
4. Assess the key initiatives under the Rebuild Kerala Development Programme and their effectiveness.

**THIRD SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION**
**MASED03C14: HUMAN RESOURCE DEVELOPMENT FOR SOCIAL
ENTERPRISES**

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. What is Strategic HRM?
2. Briefly explain the purpose of Job Analysis.
3. What is the difference between Mentoring and Coaching?
4. Mention three changing trends in Performance Management.
5. What is Collective Bargaining?
6. Define Quality of Work Life (QWL).

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Explain the importance of aligning HR strategy with the social mission, vision, and values in Social Enterprises.
2. Describe the process of Recruitment and Selection.
3. Discuss the challenges in Performance Appraisal.
4. What is Job Evaluation? Explain its significance in Salary and Wage Administration.
5. Explain the importance of Grievance Handling procedures in an organization.

PART C (3x12 = 36 marks)

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

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

1. Elaborate on the concepts of HRM & HRD and discuss the present-day scenario of Human Resource Management in India, including competitive challenges like technological changes and workforce diversity.
2. Discuss the entire process of Training and Development, starting from Training Need Analysis to Training Evaluation. Include different types of training and the role of employee development, mentoring, and coaching.

3. Explain Performance Management, including performance appraisal methods, challenges, changing trends, and the importance of succession planning and employee counselling. How can compensation and benefits be aligned with the social mission in social enterprises?
4. Discuss the key aspects of Employee Relations and Welfare, including Industrial Relations, Trade Unions, Collective Bargaining, Grievance Handling, Sexual Harassment Act, Stress Management, Work-Life Balance, and Employee Safety.
5. Write an essay on contemporary issues in HR, covering International HRM, talent migration, HRIS, HR Audit, HR Accounting, Wellness Programs, QWL, Workplace Spirituality, and Green HRM.

**THIRD SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION
MASED03C15: FINANCIAL MANAGEMENT AND ACCOUNTING**

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Distinguish between capital and revenue expenditure.
2. What are accounting conventions?
3. Explain the role of trial balance in accounting.
4. What is BEP? Mention its formula.
5. Write a note on the use of accounting software in social enterprises.
6. What are the objectives of financial management?

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Explain the importance of accounting standards in financial reporting.
2. Discuss the types of budgets used in financial management.
3. From the following, calculate Break Even Point in units:
 - o Fixed Cost = ₹ 50,000
 - o Selling Price per Unit = ₹ 100
 - o Variable Cost per Unit = ₹ 60
4. Prepare a Trial Balance from the following:
 - o Cash ₹10,000, Purchases ₹5,000, Sales ₹8,000, Capital ₹7,000, Furniture ₹2,000
5. Journalize the following transactions:
 - a. Started business with ₹1,00,000
 - b. Purchased goods for cash ₹20,000

- c. Paid rent ₹5,000
- d. Sold goods for cash ₹25,000
- e. Deposited ₹10,000 into bank

PART C (3x12 = 36 marks)

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

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

1. Define financial statements. Prepare a Trading and Profit and Loss Account and Balance Sheet with imaginary figures.
2. What is standard costing? Explain the steps involved in its implementation and its advantages.
3. Discuss the conceptual framework of financial accounting and its limitations.
4. Explain with suitable examples the various types of errors in accounting and how they are rectified.
5. Describe the components and decision areas of financial management

**THIRD SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION
MASED03C16: INFORMATION SYSTEMS AND TECHNOLOGY**

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Define an Information System (IS) and list its main components.
2. Explain the difference between Management Information Systems (MIS) and Decision Support Systems (DSS).
3. Briefly explain how IT can provide a Strategic Advantage for social enterprises.
4. What is Data Warehousing and why is it important?
5. What are the key functions of a Customer Relationship Management (CRM) system?
6. Discuss the importance of Digital Payment Systems for Financial Inclusion.

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Describe the key trends in Information Systems and Digital Transformation relevant to social enterprises.
2. Explain the concept of Data Resource Management and its significance for organizational effectiveness.
3. Discuss the application of Business Analytics and Big Data in measuring social impact.
4. How can E-Governance and ICT be leveraged effectively in the social sector?
5. Describe the purpose and benefits of Enterprise Resource Planning (ERP) systems.

PART C (3x12 = 36 marks)

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

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

1. Discuss the foundational concepts of Information Systems, detailing their components (resources and management) and outlining the different types. How do these apply specifically to the needs of social entrepreneurs?

2. Explore the strategic uses of Information Technology for social enterprises. Discuss Data Resource Management (including databases, data warehousing, data mining) and the role of enterprise networking (Internet, Intranet, Extranet) in achieving strategic goals.
3. Explain the concepts of E-Business and E-Commerce. Describe various E-Business models and discuss the role and integration of Enterprise Systems (ERP, CRM, SCM) in modern organizations.
4. Discuss the critical aspects of Security, Ethics, and Global IS Management for social enterprises. Elaborate on ethical responsibilities, cybersecurity challenges, IT security management, and the relevance of the IT Act, 2008.
5. Analyze the processes involved in developing and implementing Information Systems within a social enterprise context. How can IS applications be effectively used to improve social business processes and support strategic decision-making?

**THIRD SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION**

MASED03C17-PROJECT MANAGEMENT

Time: 3 Hours

Maximum Marks: 80

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Describe the key phases of the project lifecycle.
2. What is a Work Breakdown Structure (WBS) and why is it important?
3. Explain the concept of project feasibility analysis.
4. What is the critical path in project scheduling?
5. What are the key components of a project plan?
6. Differentiate between commercial and social entrepreneurship projects.

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Explain the role of a project manager.
2. Discuss different project organizational structures.
3. Describe the differences between traditional and agile project life cycles.
4. What is Earned Value Management (EVM) and how is it used in project control?
5. Explain the process of resource allocation in project management.

PART C (3x12 = 36 marks)

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

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

1. Discuss the key concepts of project management and the Project Management Body of Knowledge (PMBOK).
2. Explain the process of project selection and the various models used in financial evaluation of projects.
3. Describe the process of project risk management, including risk identification, assessment, and treatment.
4. Explain Social Cost Benefit Analysis (SCBA) and its importance in evaluating development projects.
5. Discuss advanced issues in risk management, such as the changing scope of risk management and loss forecasting.

**THIRD SEMESTER M.A. SOCIAL ENTREPRENEURESHIP AND
DEVELOPMENT DEGREE**

MASED03E03: BUSINESS ETHICS AND SOCIAL RESPONSIBILITY

Time: 3 Hours

Max Marks: 80

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Define Corporate Social responsibility
2. Describe ethics and norms
3. Write a note on the difference between Governance and Management.
4. Write a note on social audit
5. Explain utilitarianism
6. Explain the areas in which ethics are practised in an organisation

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Write a note on Kohlberg's Six Stages of Moral Development.
2. Write a short essay on the integrating environmental sustainability into LED strategies with real life examples
3. Briefly explain the drivers of CSR
4. Analyse the role of deontological ethics in shaping corporate social responsibility
5. Write a short note on the meaning, definition and importance of business ethics in contemporary world

PART C (3x12 = 36 marks)

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

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

1. Choose a company known for its CSR efforts. Analyse their initiatives, the challenges they faced and the impact of these efforts on their business performance and societal contribution.
2. Write an essay on the Indian and global scenario of corporate governance

3. Analyse the relationship between ethical decision-making and environmental sustainability. How can businesses incorporate sustainable practices into their operations, and what ethical considerations should guide these decisions?
4. Write an essay on the historical phases of Corporate Social Responsibility.
5. Discuss how utilitarianism can be applied in making business decisions. Provide an example of a business scenario where utilitarian principles could lead to a controversial outcome. How would you balance the needs of different stakeholders?

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

MASED03E04 – BUSINESS ENVIRONMENT

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

**(Answer 5 questions out of 6. Each question carries 4 marks.)
(Based on the cognitive levels of Remembering and Understanding)**

1. Define business environment and its significance.
2. What is GST? Mention two of its impacts on business.
3. Explain any three features of Industry 4.0.
4. What is the role of SEBI in regulating capital markets?
5. State any three objectives of NITI Aayog.
6. What do you mean by foreign direct investment (FDI)?

PART B (3x8 = 24 marks)

**(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating)**

1. Describe the role of fiscal and monetary policy in shaping India's business environment.
2. Discuss the impact of technological advancement on modern businesses.
3. Explain the legal implications of the Land Acquisition, Rehabilitation and Resettlement Act, 2013.
4. Examine the relevance of WTO and BRICS in India's trade policies.
5. What are the major challenges and opportunities in the gig economy?

PART C (3x12 = 36 marks)

**(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)**

1. Discuss the evolution and structure of the Indian economy. Evaluate the implications of the mixed economy model for business.

2. Critically assess the impact of demonetization and GST on the Indian business environment.
3. Analyse the importance of infrastructural development in enhancing India's competitiveness in the global economy.
4. Examine the influence of globalization and trade blocs (e.g., SAARC, ASEAN) on Indian business strategies.
5. Evaluate the effectiveness of Digital India and Skill India initiatives in fostering entrepreneurship and inclusive development.

DEVELOPMENT DEGREE EXAMINATION
MASED04C19: RESOURCE MOBILISATION AND BUSINESS PLANNING

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

Answer any five questions. Each question carries three marks. (5 × 3 = 15 Marks)

1. Define Resource Mobilisation.
2. What is the difference between Resource Mobilisation and Fundraising?
3. List the four types of resources targeted in Community Resource Mobilisation Strategy.
4. Mention three factors that might motivate resource providers.
5. Briefly explain 'Impact Investing'.
6. What is the role of market survey in business planning?

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Explain the Resource Mobilisation Framework, including the Resource Mobilization Pyramid and the 80–20 Rule.
2. Discuss the importance of building partnerships in Resource Mobilization.
3. Describe the different strategies involved in Local Resource Mobilisation, highlighting the roles of individuals, local organizations, and social media.
4. Explain the importance of business planning specifically for social entrepreneurs, including funding and structuring considerations.
5. What is involved in conducting feasibility analyses for a new venture?

PART C (3x12 = 36 marks)

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

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

1. Discuss Resource Mobilisation in detail, covering its concepts, types, problems, mechanisms, framework, and legal issues. Contrast it clearly with Fundraising.
2. Elaborate on the role of individuals and institutions in Resource Mobilisation. Discuss Community and Local Resource Mobilisation strategies, factors motivating resource providers, and the competitive advantages of small businesses.

3. Explain the critical elements of planning for a new venture. Discuss the need, preparation, and detailed components of a business plan, focusing on Marketing, Sales, Product Development, Operations, and Intellectual Property protection.
4. Imagine you are creating a business plan for a new social enterprise. Outline the detailed structure and content you would include covering all key sections.
5. Discuss the significance of evaluating outcomes and measuring impact for social change ventures. How does this relate to scaling up and impact investing?

**FOURTH SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND
DEVELOPMENT DEGREE EXAMINATION
MASED04C20: SOCIAL INNOVATION AND TECHNOLOGY**

Time: 3 Hours

Total: 80

Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Define Social Innovation and List the four key stages of the social innovation process.
2. What is meant by the 'Social Economy'?
3. Identify two pillars or key aspects of sustainability relevant to social innovation.
4. Why is sustainability considered important in Social Innovation?
5. Briefly explain the relationship between Corporate Social Responsibility (CSR) and Social Innovation.
6. What challenge is associated with measuring the impact of social innovations?

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Provide an overview of the different perspectives on Social Innovation.
2. Explain the role of 'Innovation Intermediaries' (e.g., champions, hubs, networks) in fostering social innovation.
3. Explain the interdependence between CSR and Social Innovation within a corporate context.
4. Why are Social Entrepreneurs considered key drivers of Social Innovation? Discuss with examples.
5. Elaborate on the challenges associated with building a sustainable social enterprise.

PART C (3x12 = 36 marks)

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

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

1. Detail the social innovation process from prompts to sustaining/scaling. Discuss the importance of connecting people, ideas, and resources through various actors and platforms (intermediaries, champions, teams, hubs, institutions, networks).

2. Analyze the critical importance of sustainability in Social Innovation. Discuss methods, approaches, and pillars of sustainability, using national or international case studies to illustrate innovative approaches supporting the SDGs.
3. Explore how Social Innovation can drive Corporate Sustainability. Discuss the role of ethics, the link between CSR and social innovation, the function of social entrepreneurs, and the challenges in measuring intangible impact.
4. Critically examine the role of technology in social innovation. Discuss different theoretical perspectives (SST, SCOT, ANT, MLP) and evaluate how various types of technologies can address social challenges like the SDGs, digital inclusion, civic engagement, and education, considering ethical implications.
5. Discuss the emerging trends in Social Innovation and Technology. Analyze the potential applications and implications of technologies like Blockchain, IoT, and AR/VR for social impact, and reflect on the future directions and critical perspectives for this field.

**FOURTH SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND
DEVELOPMENT DEGREE EXAMINATION**

MASED04E05: ADVOCACY AND NETWORKING FOR SOCIAL CHANGE

Time: 3 Hours

Maximum Marks: 80

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Differentiate between advocacy, lobbying, and activism.
2. Explain the principles of advocacy.
3. What are the key elements of an advocacy plan?
4. Discuss the role of social capital in entrepreneurial success.
5. What are the challenges in policy and legal environments for social enterprises?
6. Explain the concept of coalition building in advocacy.

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Describe the theories and models of advocacy.
2. Discuss the dynamics of networking.
3. Explain the role of international bodies like the UN, WTO, and ILO in advocacy.
4. What are the strategies for stakeholder analysis and engagement?
5. Discuss the use of digital tools for networking and mobilization.

PART C (3x12 = 36 marks)

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

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

1. Discuss the concepts of advocacy and networking and how networking can drive social change.
2. Explain the process of designing an advocacy campaign, including the selection of appropriate advocacy tools.
3. Analyze the role of media, communication, and digital advocacy in influencing policy and promoting social change.
4. Evaluate different advocacy strategies and approaches, and discuss how to measure the success of an advocacy campaign.

5. Discuss the policy and legislative frameworks for social enterprises and the role of advocacy in policy reforms.

**FOURTH SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND
DEVELOPMENT DEGREE EXAMINATION**
MASED04E05: ADVOCACY AND NETWORKING FOR SOCIAL CHANGE

Time: 3 Hours

Maximum Marks: 80

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Differentiate between advocacy, lobbying, and activism.
2. Explain the principles of advocacy.
3. What are the key elements of an advocacy plan?
4. Discuss the role of social capital in entrepreneurial success.
5. What are the challenges in policy and legal environments for social enterprises?
6. Explain the concept of coalition building in advocacy.

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Describe the theories and models of advocacy.
2. Discuss the dynamics of networking.
3. Explain the role of international bodies like the UN, WTO, and ILO in advocacy.
4. What are the strategies for stakeholder analysis and engagement?
5. Discuss the use of digital tools for networking and mobilization.

PART C (3x12 = 36 marks)

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

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

1. Discuss the concepts of advocacy and networking and how networking can drive social change.
2. Explain the process of designing an advocacy campaign, including the selection of appropriate advocacy tools.
3. Analyze the role of media, communication, and digital advocacy in influencing policy and promoting social change.
4. Evaluate different advocacy strategies and approaches, and discuss how to measure the success of an advocacy campaign.
5. Discuss the policy and legislative frameworks for social enterprises and the role of advocacy in policy reforms.

**FOURTH SEMESTER M.A. SOCIAL ENTREPRENEURSHIP AND
DEVELOPMENT DEGREE EXAMINATION
MASED04E06- HUMAN INFRASTRUCTURE, COMMUNICATION AND
LEADERSHIP**

Time: 3 Hours

Total: 80 Marks

Part A (5x4 = 20 marks)

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

(Based on the cognitive levels of Remembering and Understanding)

1. Define the term “Human Infrastructure”.
2. What is the role of mindset in leadership development?
3. Mention three common subconscious biases that affect decision-making.
4. Differentiate between verbal and non-verbal communication.
5. What are the key attributes of team effectiveness?
6. Describe Kolb’s experiential learning cycle briefly.

PART B (3x8 = 24 marks)

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

(Based on the cognitive level of Creating)

1. Explain the importance of GRIT in professional and personal development.
2. Discuss the different personality types and their role in team dynamics.
3. Outline the process of developing effective communication and presentation skills.
4. What are the methods to develop an unbiased decision-making mindset?
5. Describe the stages of group development as per Tuckman's model.

PART C (3x12 = 36 marks)

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

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

1. Explain the concept of Human Infrastructure and its relevance to social entrepreneurship and local governance.
2. Evaluate the challenges and strategies in building emotional intelligence and flexibility in modern workplaces.

3. Develop a 2-year action plan to enhance communication, leadership, and emotional skills in aspiring social entrepreneurs.
4. Critically examine the theories of leadership with reference to the needs of future institutions.
5. Discuss how the components of Human Infrastructure influence team performance and organizational success with examples.