

(Abstract)

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

ACADEMIC C SECTION

ACAD C5/1212/KILA/2022 (II)

Dated: 05.06.2023

- Read:-1. U.O No. Acad C3/1212/KILA/2022 (II) dated: 27.01.2023.
2. U.O No. Acad C5/1212/KILA/2022 dated: 22.03.2023.
3. Letter No. ACAD C5/1212/KILA/2022 dated 17.02.2023 and 31.03.2023.
4. Letter No. IPPL/22-23/07 dated 13.04.2023 from the Director, KILA
5. Letter No. ACAD C5/1212/KILA/2022 dated 15.05.2023.
6. Letter No. IPPL/2022-23/11 dated 25.05.2023 and No. IPPL/2022-23/10 dated 24.05.2023.

ORDER

1. The Scheme and Syllabus of MA Social Entrepreneurship and Development Programme (CBSS) in the Institute of Public Policy and Leadership Studies (under KILA) at the International Centre for Leadership Studies Campus, Taliparamba, w.e.f 2022 admission onwards, was implemented vide the paper read (1) above and the Course Code for Fourth Semester Courses in the Scheme and Syllabus for the same was modified, vide the paper read(2) above.
2. As the Unit wise mark, Pattern of Question Paper and Model Question Paper are not seen included in the Syllabus of the MA Social Entrepreneurship and Development Programme (CBSS), the Director, KILA was requested to prepare and submit the same, vide paper read (3) above.
3. As per the paper read (4) above, the Director, KILA forwarded the modified Scheme and Syllabus for MA Social Entrepreneurship and Development Programme (CBSS), after incorporating Unit wise mark, Pattern of Question Paper and Model Question Papers, for implementation. While considering the same, the Vice Chancellor has ordered to revise and resubmit the Scheme and Syllabus of aforesaid programme as there is mismatch in Credit Value and Hours per week.
5. Accordingly the Director, KILA was requested to revise Credit Value and Hours per week and to resubmit the same, as per the paper read (5) above.
5. The Director, KILA has forwarded Model Question Papers and modified Scheme and Syllabus for MA Social Entrepreneurship and Development Programme (CBSS) in tune with the P.G Regulation 2014 of Affiliated colleges, after correcting the mismatch in Credit Value and Hours per week, mark and credit distribution and correcting the typographical errors in course code for certain courses, as per the paper read (6) above.
4. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Chapter III, Section 11(1) of Kannur University Act 1996, a **ccorded sanction to modify the Scheme and Syllabus of MA Social Entrepreneurship and Development Programme (CBSS) after correcting the mismatch in the credit value & hours per week, mark and credit distribution and typographical errors in course code for certain courses and incorporating Unit wise mark, Pattern of Question Paper and Model Question Paper and to**

implement the same in the Institute of Public Policy and Leadership Studies (under KILA) at International Centre for Leadership Studies Campus, Taliparamba, w.e.f 2022 admission onwards and to report the same to the Academic Council.

5.The modified Scheme and Syllabus and Model Question Papers for MA Social Entrepreneurship and Development Programme (CBSS) are uploaded on the website of the University.

6. The U.O read (1) and (2) above, stands modified to this extent.

7.Orders are issued accordingly.

Sd/-

Narayanadas K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: 1. Director, KILA, Thrissur

Copy To: 1) The Examination Branch (Through PA to CE)

2) PS to VC/PA to PVC/PA to R

3) AR I (Exam) , DR-/AR I(Acad)

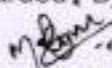
4) Computer Programmer

5) EX C I (Exam)

6)The Webmanager (for uploading on the University Website)

7)SF/DF/FC

Forwarded / By Order


SECTION OFFICER



KANNUR UNIVERSITY

M.A. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

(Credit Based Semester System)

Regulations, Curricula, Syllabus and Scheme of Evaluation

(With Effect from 2022 admission)

Kannur University M A Scheme and Syllabus (CBSS) 2022



M.A. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

About the Programme

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

Programme Outcomes (PO)

The programme is intended to cater to the following outcomes:

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

Programme Specific Outcomes (PSO)

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

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

Programme Structure

The programme shall include two types of courses:

- i. Core courses
- ii. Elective courses

There shall be field surveys in first and third semesters respectively, one internship in second semester and a project with dissertation and comprehensive viva voce in fourth semester as core courses. The programmes shall also include assignments, seminars, and class tests. The electives are offered in third and fourth semesters only. The list of courses in the programmes is given in Table 1.

Table 1

List of Courses, Credit distribution and marks

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

Semester I

Course Code	Course Title	Core/ Elective	Credit	Instructional hours /week	Tutorial/contact hours /week	Total hours /Semester	Internal Marks	End Sem. Marks	Total
SED1C01	India: Society, Economy, and Polity	Core	3	3	1	64 (16 x 4)	20	80	100
SED1C02	Development, Gender, and Decentralization	Core	3	3	1	64 (16 x 4)	20	80	100
SED1C03	Sustainable Development	Core	3	3	1	64 (16 x 4)	20	80	100
SED1C04	Basics of Social Entrepreneurship and Development	Core	4	4	1	80 (16 x 5)	20	80	100
SED1C05	Fundamentals of Management for Social Enterprise	Core	4	4	1	80 (16 x 5)	20	80	100
SED1C06	Field Study/ Case Study—Level 1*	Core	3	1	0	16 (16 x 1)	40	60	100
	Communication Skills (MOOCs & OPEN)								
	Weekly Seminar			2		32 (16 x 2)			
		Total	20	20	5	400	140	460	600

Total Credit for Core : 20

Semester II

Course Code	Course Title	Core/ Elective	Credit	Instructional hours /week	Tutorial/contact hours /week	Total hours /Semester	Internal Marks	End Sem. Marks	Total
SED2C07	Social Entrepreneurship and Development: Approaches and Models	Core	4	4	1	80 (16 x 5)	20	80	100
SED2C08	Financial Accounting for Social Enterprises	Core	4	4	1	80 (16 x 5)	20	80	100
SED2C09	Resource Mobilization and Business Planning	Core	4	4	1	80 (16 x 5)	20	80	100
SED2C10	Research Methodology	Core	3	3	1	64 (16 x 4)	20	80	100
SED2C11	Computer Proficiency for Social Enterprises	Core	3	3	-	48 (16 x 3)	20	80	100
SED2C12	Internships	Core	2	-	1	16 (16 x 1)	40	60	100
	Weekly Seminar			2		32 (16 x 2)			
Total		Total	20	20	5	400	140	460	600

Total Credit for Core : 20

Semester III

Course Code	Course Title	Core /Elective	Credit	Instructional hours /week	Tutorial/contact hours /week	Total hours /Semester	Internal Marks	End Sem. Marks	Total
SED3C13	Marketing for Social Enterprises	Core	4	4	1	80 (16 x 5)	20	80	100
SED3C14	Data analysis and Statistical Packages for Research	Core	4	4	1	80 (16 x 5)	20	80	100
SED3E01	Risk Management in Social Enterprises	Elective	3	3	1	64 (16 x 4)	20	80	100
SED3C15	Business Ethics and Social Responsibility	Core	3	3	1	64 (16 x 4)	20	80	100
SED3E02	Project management concepts and techniques	Elective	3	3	1	64 (16 x 4)	20	80	100
SED3E03	Dimensions of global change and preparing for the future								
SED3C16	Field Study/ Case Study—Level 2*	Core	3	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 : 14 Total Credit for Elective : 6

Semester IV

Course Code	Course Title	Core/Elective	Credit	Instructional hours /week	Tutorial/contact hours /week	Total hours /Semester	Internal Marks	End Sem. Marks	Total
SED4C17	Human Resource Development for Social Enterprises	Core	3	3	1	64 (16 x 4)	20	80	100
SED4E04	Social Innovation and Sustainability	Elective	3	3	1	64 (16 x 4)	20	80	100
SED4C18	Advocacy and Networking for Social Change	Core	3	3	1	64 (16 x 4)	20	80	100
SED4E05	Human Infrastructure, Communication and Leadership	Elective	3	3	1	64 (16 x 4)	20	80	100
SED4C19	Research Project and Comprehensive Viva voce**	Core	6	6	-	96 (16 x 6)	40	60	100
SED4C20	Viva voce	Core	2	0	0		-	100	100
	Weekly Seminar			2		32 (16 x 2)			
			20	20	4	384	120	480	600

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

Total credits of four semesters = 80

Total Marks = 2400

**Field Study / Case Study is intended to conduct during First and Third Semesters.*

***Research project and comprehensive viva- voce are two components for evaluation. Total marks of 40 and 60 shall be given for them respectively.*

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

Number of Papers, Teaching Hours, and Credit Distribution

Table 2 gives the details of it.

Table 2
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	5	17	17	5	18	18	5	18	17	4	12	12
Field Study	1	1	3	0	0	0	1	0	3	0	0	0
Internships	0	0	0	1	0	2	0	0	0	0	0	0
Project	0	0	0	0	0	0	0	0	0	1	6	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	6	20	20	6	20	20	6	20	20	6	20	20

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

ADMISSION

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

ATTENDANCE

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

Condonation of shortage of attendance to a maximum of 12 days of the working days in a semester subject to a maximum of two times during the whole period of post graduate programme may be granted by the Vice Chancellor of the University. Benefit of Condonation

of attendance will be granted to the students on health grounds, for participating in University Union activities, meeting of the University bodies and participation in other extracurricular activities on production of genuine supporting documents with the recommendation of the Head of the Department concerned. A student who is not eligible for such condonation shall **repeat the course** along with the subsequent batch.

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

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

Table 3
Percentage of marks by Attendance

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

EXAMINATION

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

PATTERN OF QUESTIONS

A question paper may contain Objective type Questions, short answer /annotation type, Short Essay/paragraph type and essay type questions. A general pattern may be followed by the Board of Studies. (Pattern of Questions affixed here)

- Part A** - MCQ (10 questions x Mark 1 each = 10)
[Answer all questions (10 questions x Mark 1 =10)]
- Part B** - Short Essay (8 questions x Marks 3 each =24)
[Answer any 5 questions (5 questions x Marks 3 each=15)]
- Part C** - Essay (8 questions x 5 Marks each =40)
[Answer any 5 questions (5 questions x 5 Marks each= 25)]
- Part D** - Long Essay (5 questions x Marks 10 each =50)
[Answer any 3 questions (3 questions x Marks 10 each =30)]
- Total marks including choice -124**
Maximum External marks of the course - 80

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/she shall also submit a detailed scheme of evaluation along with the question paper. Different types of questions shall possess different marks to quantify their range. Maximum marks can vary from course to course depending on their comparative importance.

EVALUATION AND GRADING

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

CONTINUOUS ASSESSMENT (CA)

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

Table 4: Various Components of Internal Assessment and mark Allocation

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

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

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

TESTS

For each course there shall be at least two class tests during a semester. The probable dates of the tests shall be announced at the beginning of each semester. Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the tests.

ASSIGNMENTS

Each student shall be required to do two (2) assignments/book review for each course. Assignments/Book review after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation etc. and inform the same to the students. Punctuality in submission is to be considered.

PRACTICALS

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

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

The results of the CA shall be displayed on the notice board within 5 working days from the last day of a semester. It should be get signed by the candidates. The marks awarded for various components of the CA shall not be rounded off, if it has a decimal part. The CA of each course shall be rounded off to the nearest whole number.

END SEMESTER EVALUATION (ESE):

The End Semester Examination in theory courses is to be conducted by the University with question papers set by external experts. Answer papers shall be bar coded to ensure confidentiality. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. There shall be double valuation system of answer books. The average of two valuations shall be taken into account. If there is a variation of more than 10 % of the maximum marks, the answer books shall be valued by a third examiner. The final marks to be awarded shall be the **average of the nearest two out of three awarded by the examiners**. After that there shall be no provision for revaluation.

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

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

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

GRADING SYSTEM

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

Table 5**Guidelines for Grading**

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

S.G.P.A = $\frac{\text{Sum of credit points of all courses in the semester}}{\text{Total Credits in that semester}}$

CREDIT POINT = GRADE POINT (G) X CREDIT

C.G.P. A= $\frac{\text{Sum of credit points of all completed semesters}}{\text{Total credits acquired}}$

O.G.P.A = $\frac{\text{Sum of credit points obtained in four semesters}}{\text{Total credits (80)}}$

PASS CONDITIONS

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

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

WEEKLY SEMINAR

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

Table 8
Components of Common Seminar Evaluation

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

IMPROVEMENT

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

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

DETAILED SYLLABUS

Semester 1
SEDIC01
INDIA: SOCIETY, ECONOMY, AND POLITY

COURSE OBJECTIVES

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

COURSE OUTCOMES

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

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

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

Modules	Content mapped to CO number	Hours
Module I: Modern India: A Historical Perspective	1,2	13

<p>British Rule in India – Colonial Rule under the East India Company – Crown Rule from 1857 to 1947 – Conditions of the Indian People and Society under Colonial Rule</p> <p>Rise and Growth of Nationalism in India – Moderates and Extremists- Gandhi and the emergence of a mass movement for freedom from colonial rule –Role of the Working Class and Peasant movements - Modern Indian Nation State as the product of an anti-colonial struggle uniting people across sentiments of religion, caste, language and region</p>		
<p>Module II: Contemporary Indian Society</p> <p>Main features: Large and diverse territory and population- Language, ethnicity, religion and geography as markers of diversity and plurality The Indian Caste System - Untouchability and other forms of caste discrimination/oppression - Caste identity in India - Role of affirmative action/positive discrimination Classes and Class Relations - Dynamics of Caste and Class Relations linked to socio-economic changes Globalization and contemporary Indian Society –Implications for Family and Social Values</p>	1,2	15
<p>Module III: Economic Development in India from 1950 to 1990</p> <p>Indian Economy at Independence: Population, Education, Health, Agriculture, Industry, Physical and Industrial Infrastructure Economic Growth Patterns: Overall, Agriculture, Industry, Services Human Development Trends Extent of Poverty – Trends in the country and in States Employment and Unemployment – Trends in terms of quality and quantity Introduction to Environment, Development and Displacement Issues in India</p>	2,3	14
<p>Module IV: Indian Economy since 1990</p> <p>Economic reforms of liberalization, privatization, and globalization - Growth, poverty, employment and unemployment and food security. Introduction of Goods and Service Taxes and its impact</p> <p>The Constitution of India: Evolution, Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy</p>	4	12

Readings:

- Chandra, Bipin. (2009). History of Modern India. New Delhi: Orient Blackswan.
- Ahuja, R. (1999). Society in India: Concepts, Theories and Recent Trends. Jaipur: Rawat.
- Herald, R. M. &Haralambos, M. (2011). Sociology: Themes and Perspectives. Oxford: Oxford University Press.
- Madan, T.N. (1991). Religion in India. Oxford: Oxford University Press.
- Dreze, J.A. and A.K.Sen (2014), An uncertain glory: India and its contradictions, New Delhi: Penguin Books.

- Jalan, Bimal (2004) *Indian Economy: Problems and Prospects*, New Delhi: Penguin Books.
- Kurien, C.T (1992) *The Economy: An Interpretative Introduction*, New Delhi: Sage Publications.
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- Vaidyanathan A. (1995), *The Indian Economy: Crisis, Response and Prospects*, New Delhi: Orient Longman.
- Dutt and K.P.M.Sundaram (2006) *Indian Economy*, New Delhi: Sultan and Chand Company.
- Kapila, Raj and Kapila, Uma (2002), *India's Economy in the 21st Century*. New Delhi: Academic Foundation.
- Jayal, Neeraj and Sudha Pai, (2001), *Democratic Governance in India*, New Delhi: Sage.
- Chakrabarty, Bidyut and Rajendra Kumar Pandey(2008) *Indian Government and Politics*, New Delhi: Sage Publications.
- Basu, Durga Das, (2008), *Commentary on the Constitution of India*, New Delhi: Wadhwa and Company Law Publishers.
- Kashyap, Subash. (2005), *Our Constitution*, New Delhi: National Book Trust.
- Johari, J.C. (1995). *The Constitution of India – A Politico-Legal Study*, New Delhi: Sterling Publishers Private Limited.

SED1C01

QUESTION PAPER MARK DISTRIBUTION

Module	Teaching Hours	External Examination		Internal Mark	Total Mark
		Aggregate Mark	Maximum Mark		
I	20	29	80	20	100
II	20	28			
III	26	38			
IV	24	29			
Total	90	124	80	20	100

SED1C02

DEVELOPMENT, GENDER, AND DECENTRALISATION

COURSE OBJECTIVES

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

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Demonstrate the understanding of the difference between growth and development and realize the causes and measures of poverty, inequalities, and unemployment	R, U	1,5
O2	Understand a variety of theoretical models and mechanisms and arguments that are relevant for development and poverty issues	U, Ap	1,4,6
O3	Apply social development concepts and principles to enhance the wellbeing of citizens for an inclusive society	Ap, An	2,3
O4	Analyse development policies and projects and interpret its outcome using specific tools for gender analysis and critically evaluate the gender and social inequality challenges in specific development situations, policies, and interventions.	An, E, C	4,6
O5	Evaluate the nature as well as efficiency of the decentralisation concept and elucidate components of a well-designed fiscal decentralized system. Understand the characteristics of decentralized planning paradigm the practical lessons on democratic decentralization in Kerala	E, C	5,6

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

Modules	Content mapped to CO number	Hours
<p>Module I: Introduction</p> <p>Income and growth- PQLI and HDI - Income Distribution in developing and developed Countries. IHDI - MDI and IHDI in India and Kerala. Poverty-HC Method- Multi Dimensional Poverty- Hunger Index- Genuine Progress Index.</p>	1,2	12
<p>Module II: Theories of Economic Development & Social Development</p> <p>Duality models- a survey investment strategies; a survey-Balanced and Unbalanced growth strategies -Theories of Migration - Political economy of development.</p> <p>Social Development -SDI - Social inequality- Global inequality and social protection - Occupational structure and Social Class-Social Development. Theory and practice-Stages of Economic Growth- Vicious Circle & Poverty by Nurkse- Political Economic Theory (Marx)- Dependency Theory (Neo-Marxist Theory), Feminist Theory – Psychological Theories of Development</p>	2,3,4	16
<p>Module III: Gender Issues and Development</p> <p>Gender Development Index-Women Empowerment - Composition of labour force -Labour force participation-Women's Labour and worker participation rates-wage discrimination and gender discrimination. in workplace - Composition of labour force in informal labour sector.</p>	3,4,5	13
<p>Module IV: Decentralization and Development</p> <p>Growth and decentralization: one way and two-way causation. Tiebout model—First- and second-generation theory & fiscal decentralization- subsidiary principle-Local government. Autonomy and decentralization index: fiscal, political, and administrative- Characteristics of decentralized planning paradigm- lessons on democratic decentralization in Kerala-Women in LG's</p>	3,4,5	13

References:

- Debraj Ray (1998): Development Economics, Princeton University Press, Oxford.
- SubartoGhattak (2003): introduction to Development Economics, Routledge.
- Marko Kothenbueger (2008): Revisiting the Decentralisation Theorem: On the role of Externalities, Journal of Urban Economics, Vol.64, July, Elsevier.

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

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

UNDP Annual Reports, UNDP.org

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

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

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

QUESTION PAPER MARK DISTRIBUTION

Module	Teaching Hours	External Examination		Internal Mark	Total Mark
		Aggregate Mark	Maximum Mark		
I	20	29	80	20	100
II	26	38			
III	24	29			
IV	20	28			
Total	90	124	80	20	100

SED1C03
SUSTAINABLE DEVELOPMENT

COURSE OBJECTIVES

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

COURSE OUTCOMES

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

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

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

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

Module 6: Institutional Framework and Climate change Governance	5,6	10
Approaches to Climate Change: Decentralized Governance- Multi-Stakeholder Governance- Multi-level Governance-Polycentric Governance- Participatory Governance-Community based Governance-adaptive governance-Characteristics of Governance resilient to climate change- Systemic Issues in Governance.		
Adaptive Capacity framework – Policy Coherence and adaptation-Information Sharing and public engagement- Gender and Climate Governance- Governance of climate finance- Collations and Policy Framing- Key sectors- Agriculture- rural economy-land tenure-Energy- city and sub national climate governance		

Readings

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

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

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

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

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

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

QUESTION PAPER MARK DISTRIBUTION

Module	Teaching Hours	External Examination		Internal Mark	Total Mark
		Aggregate Mark	Maximum Mark		
I	14	17	80	20	100
II	13	20			
III	18	25			
IV	18	23			
V	13	20			
VI	14	19			
Total	90	124	80	20	100

SEDIC04

BASICS OF SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

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

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

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

<p>Module V: Social Entrepreneurship and Development in Practice</p> <p>Study of different categories of social enterprises- Successful models like Grameen Bank – Aravind Eye Care System’s – LEDeG – TERI – PasumaiPayanam, Siruthuli – The Self Employment Women’s Association (SEWA) – Amul – Evidence from OASiS, Case Study on SELCO, case study on Annapurna – Goonj—Bhartia Samruddhni Investment & Consulting Services (BASIX), Narayana Hrudayalaya Institute of Medical Sciences, Technology Informatics Design Endeavour (TIDE)</p> <p>Boundaries of Social Entrepreneurship and Development – Social service provision, Social activism.</p>	3,4,5	15
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ESSENTIAL READING:

1. Bide Amar (2012), Entrepreneurship determinants: culture and capabilities, 12th Edition, Euro Stat, European Union, <http://ec.europa.eu/eurostat>
2. Gopalkrishnan (2014) The Entrepreneur’s Choice: Cases on Family Business in India, New Delh, Routledge taylor& Francis Group.
3. Robert A. Philips Margret BonefielRitesh Sharma, Social Entrepreneurship and Development, the next big business opportunity Global Vision Publishing House, New Delhi, 2011
4. Jill Kickul and Thomas S.Lyons, Routledge, Understanding Social Entrepreneurship and Development, the relentless pursuit of mission in an ever changing world, New York, 2012

QUESTION PAPER MARK DISTRIBUTION

Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark	Total
1	16	25			
2	13	25			
3	13	20			
4	15	27	80	20	100
5	15	27			
Total		124			

FUNDAMENTALS OF MANAGEMENT FOR SOCIAL ENTERPRISE**COURSE OBJECTIVE**

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

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Describe the different schools of thought in management	R,U	1
O2	Demonstrate the understanding of roles and functions of management	U,R	1
O3	Apply the concepts and techniques in planning, organizing, directing, supervising, reviewing, controlling and budgeting to organizational problems and develop optimal managerial decisions.	Ap,U	3,1
O4	Analyse a given organizational problem from the perspective of challenges in leadership, communication, and motivation	An, E	4,5
O5	Evaluate the probable impact of a business decision using the concepts and techniques in planning, organizing, managing change and controlling.	E, U	5,1

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

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

References:

1. Robbins, S. P., and Coulter, M., (2021). *Management*, 15th edition. Pearson Education.
2. Koontz, H. and Wehrich, H., (2012). *Essentials of Management: An International and Leadership Perspective*, McGraw Hill Education.
3. Lussier, R. N. (2020) *Management Fundamentals: Concepts, Applications, and Skill Development*. Sage Publications.

4. Chuck, W. and Tripathy Manas Ranjan (2013). *Management: An Innovative approach to learning and teaching*, Cengage Learning.
5. Robbins, S. P., and Judge, T. (2022). *Organizational Behavior*, Pearson.
6. P. C. Tripathi, P. C. and Reddy, P. N. (2021) *Principles of Management*, McGraw Hill.

QUESTION PAPER MARK DISTRIBUTION					
Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark	Total
1	13	25			
2	13	25			
3	15	20			
4	15	27	80	20	100
5	16	27			
Total		124			

SED1C06

FIELD STUDY-LEVEL I

It is intended to conduct in the first semester.

Objective

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

Requirements

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

SEMESTER 2

SED2C07 SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT: APPROACHES AND MODELS

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

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

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

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

References:

1. Dees, J.G., Emerson, J and Economy, P (2001), *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*. Wiley.
2. Dees, J.G., Emerson, J and Economy, P (2002), *Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit*. ISBN: 978-0-471-15068-8
3. Jeff Butterfield, *Soft Skills for Everyone*, Cengage Learning India, 2011
4. Robert A. Philips, Margret Bonefiel Ritesh Sharma, *Social Entrepreneurship and Development, the next big business opportunity*, Global Vision Publishing House, New Delhi, 2011

QUESTION PAPER MARK DISTRIBUTION

Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark	Total
1	10	25			
2	16	25			
3	15	20			
4	15	27	80	20	100
5	16	27			
Total		124			

FINANCIAL ACCOUNTING FOR SOCIAL ENTERPRISES

PAPER DESCRIPTION

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

PAPER OUTCOMES

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

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

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

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

Books for Reference:

1. Shantosh A. Dash, Sudharshan Sahu and Bal K. Ranjan: A New Approach to Financial Accounting, S. Chand, Delhi.
2. P.C. Tulsian and Bharat Tulsian: Tulsian's Financial Accounting for B.Com, S. Chand, Delhi.
3. Monilal Das, Chandrima Banerjee : Principles Of Accounts, ABS Publishing House

QUESTION PAPER MARK DISTRIBUTION

Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark	Total
1	15	25	80	20	100
2	16	25			
3	13	26			
4	13	23			
5	15	25			
Total		124	80	20	100

SED2C09

RESOURCE MOBILISATION AND BUSINESS PLANNING

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

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

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

Modules	Content mapped to	Hours
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	CO number	
<p>Module I: Resource Mobilisation and Approaches</p> <p>Resource Mobilization – Definition, Elements, Importance, Principles, Types- (Human, Social, Physical, Economic and Financial Resources). Problems in Resource Mobilisation, Mechanisms of Resource Mobilization, Resource Mobilisation Framework-The Resource Mobilization Pyramid and the 80–20 Rule, Importance of building Partnerships in Resource Mobilization, Legal Issues in Resource Mobilization- Resource Mobilisation VS Fund Raising</p>	1,2	14
<p>Module II: Introduction to Business Planning</p> <p>Business Plan: Introduction, Sample Case and General Outline. Defining the purpose, identifying customers and markets, describing products and services, setting strategies and tactics, developing the Plan, describing the company/venture, structuring the organization, building a management team, refining the business proposition, conducting feasibility analyses and outlining implementation. An overview of the business plan. Opportunity and market analysis. Competitive advantage of small businesses.</p>	1,2,3	16
<p>Unit III: 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 organisation's, Role of Social Media, Events- Fund Raising/ Concerts. Factors Motivating Resource Providers</p>	1,2,3	16
<p>Module IV: Planning for your Venture, Decisions, Market: Market Survey</p> <p>Paths to Small Business Ownership. The New Venture Business Plan, Role, need and preparation of the business plan - Developing the details of the business plan - The Marketing and Sales Plan- The Product Development Process and Operations.</p>	2,3	16
<p>Module V: Practicals</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Create a practical and solid resource mobilization plan 2. Write a Business Plan: Executive Summary, Vision & Mission, Company & Product, Overview, Service & Product Strategy, Marketing & Sales Plan, Pricing Strategy, Operations Plan, 	4,5	10

REFERENCES

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

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

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

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

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

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

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

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

SUGGESTED READINGS:

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

- Sahlman, W. (1997). How to write a great Business Plan. Harvard Business Review.
- Thompson, A. (2003). Overview of a Business Plan. Murdoch Business School.

QUESTION PAPER MARK DISTRIBUTION					
Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark	Total
1	14	28	80	20	100
2	16	26			
3	16	25			
4	16	25			
5	10	20			
Total		124	80	20	100

SED2C10

RESEARCH METHODOLOGY

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

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

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

Modules	Content mapped to CO number	Hours
<p>Module I: Research Preliminaries and Problem Formulation</p> <p>Social Science Research Meaning- Types of research- Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical - Identification of research gaps and needs</p> <p>Selection of the topic, Literature Review and formulation of the research problem-Theoretical Framework in research -Research design-exploratory, explanatory, ex post facto, descriptive and hypothesis-testing research studies, Research ethics</p>	1,2	14
<p>Module II: Research Design - Sampling and Data Sources</p> <p>Research Design-Nature of and Classification of design – Developing an appropriate research design – Issues of validity and reliability - Qualitative, Quantitative, and mixed methods of research</p> <p>Sampling design- Types- Probability Sampling: Simple random, Systematic, Stratified, Multi-stage, Cluster and Area Sampling Non-Probability Sampling: Accidental, Purposive, Quota and Snowball sampling-Sampling Bias</p> <p>Data types and sources-Biases in data collection</p> <p>Hypothesis testing- Procedure of Hypothesis testing- Parametric and Non- Parametric test.</p>	2,4	12
<p>Module III- Tools and Techniques of Research</p> <p>Questionnaire, check list, rating scale, schedule, interview, Practical – Preparation of Questionnaire, check list, rating scale, - Mock Interview Method- Mock Delphi Method</p>	4,5	13
<p>Module IV: Research Report</p> <p>Research report-Structure of the research report- Modern Language Association (MLA) and American Psychological Association (APA) guidelines. Ethics in publication, plagiarism.</p>	3,4,5	15

Core Texts:

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

QUESTION PAPER MARK DISTRIBUTION					
Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark	Total
1	14	30			
2	12	32			
3	13	30			
4	15	32	80	20	100
Total		124	80	20	100

SED2C11

COMPUTER PROFICIENCY FOR SOCIAL ENTERPRISES

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

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

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

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

References:

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

QUESTION PAPER MARK DISTRIBUTION				
Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	9	32	80	20
2	6	30		
3	6	32		
4	9	30		
Total	30	124	80	20

SED2C12

INTERNSHIP

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

Guidelines

- Every student shall undergo an internship for a minimum period of 3 weeks.
- The internship programme will have a definite framework which emphasizes the different skills to be acquired and the observations to be made
- Students can form a group with minimum of two and maximum of four.
- Each group shall identify a teacher in charge for internship/skill training program.
- Each group should take prior permissions from the concerned industrial authority.
- Student should follow all ethical practices and SOP of industry.
- Students must take necessary health and safety precautions as laid by the industry.
- Student should contact his /her academic guide from college on weekly basis to communicate the progress.
- At the end of the stipulated period of internship each student shall produce an internship completion cum attendance certificate and an illustrated report of the training he/she has underwent, duly certified by the in charge.
- Finally, a 15-minute formal presentation of the internship report can be done which may include your individual internship experience.

SEMESTER 3
SED3C13
MARKETING FOR SOCIAL ENTERPRISES

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

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

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

Modules	Content mapped	Hours
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	to CO number	
<p>Module I: Introduction</p> <p>Markets and marketing. Nature and channels of commercial marketing-. Social marketing, Commercial marketing and Social Media Marketing- Principles and scope of social marketing. An adaptation of commercial marketing- Bottom line – Voluntary Behaviour. Entrepreneurial Development for social Enterprise – A successful social marketing for organisation.</p>	1,2	15
<p>Module II: Marketing: Strategies and Planning</p> <p>Evaluating social marketing scenario - How to develop socially sensitive interventions -- Strategies: marketing plan, segmentation, targeting and positioning - Extension of market, Product development and diversification - Community based social marketing. Social marketing. Criteria of Social marketing-- Planning and Designing markets for social innovation.</p>	3,4,5	15
<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 process - Branding, local. branding.</p> <p>Activity: Apply consumer behavior concepts to marketing problems that are likely to involve consumer consumption, with identity and lifestyle implications</p>	4,5	13
<p>Module IV: Marketing Communications</p> <p>Determinants of Communications decisions-- Communication media - Practice of social technology for marketing and Digital Marketing-- Marketing Communication and its integration.</p> <p>Activity- Choose a new product launched in market and offer recommendations on how well the product can be marketed</p>	3,4	13
<p>Module V: 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.</p> <p>Nature and importance of sales promotion, role of sales promotion in marketing, Forms of sales promotions, Major tools of sales promotion</p>	3,4,5	16

Practicals: Choose any business unit and assign a pricing strategy that suits the business requirement		
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Basic Reading

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

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

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

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

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

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

QUESTION PAPER MARK DISTRIBUTION

Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	15	28	80	20
2	15	26		
3	13	25		
4	13	25		
5	16	20		
Total	72	124	80	20

SED3C14

DATA ANALYSIS AND STATISTICAL PACKAGES FOR RESEARCH

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

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

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

Paper Objective	Content mapped to CO number	Hours
<p>Module I: Operational research Decision making with O.R: Linear Programming: Formulation of the problem; Methods of solution, Applications of LPP in Industry and Management. Transportation Problem: Formulation; Methods of solution (Initial solution by North-West Corner Rule, least cost method & Vogel's method; test of optimality, MODI method for final solution). Assignment problem: Enumeration method, Hungarian method; Multiple optimal solutions; Restrictions on assignments; Unbalanced problems; Travelling Salesman problem – Queuing Theory: M/M/1 Queue; Standard problems.</p>	1,2,3	14
<p>Module II: Data preparation Data preparation– Editing, Coding, Classification and Tabulation - Data analysis - Testing goodness of fit of data - Cronbach's Alpha - Parametric and Non-Parametric tests - Multivariate analysis - Analysis of Dependence -Interdependence - Multiple Regression Analysis - Discriminant analysis - Factor Analysis - Cluster Analysis Practicals: Choose any topic and collect data from various secondary data source and store the data in an appropriate file format for subsequent analysis</p>	2,3,4,5	12
<p>Module III: Statistical Packages and Data Processing Processing of survey data, entering, editing and Coding. Measurement scales- Sources of error - Use of statistical packages (SPSS) for data analysis –Bivariate analysis –Cross tabulations and Chi-square and t test.(Using MS EXCEL/SPSS), Correlation, regression – simple and multiple- Interpretation and presentation of data. Understanding SPSS, R, R²,MATLAB, SAS and Minitab Practicals: Analyse, Characterize and summarize the data set using tables and plots where appropriate and interpret any analysis results which are produced.</p>	2,3,4,5	14
<p>Module IV: Practicals ADDITIONAL PRACTICALS Review any two of the articles listed your own choice. Each review should be no more than one page. Reviews should consist of:</p> <ul style="list-style-type: none"> Summary: What was the objective of the study? Summarize the hypothesis, design methodology, analysis 	3,4,5	14

<p>approach, and major findings. (This is to check whether you understood the study.)</p> <ul style="list-style-type: none"> • Research Design: Was the research design appropriate for the study? Provide your reasoning for both sound and unsound aspects. • Statistical Analysis: Was the statistical analysis sound? Provide your reasoning for both sound and unsound aspects. 		
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REFERENCES

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

QUESTION PAPER MARK DISTRIBUTION				
Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	14	25	80	20
2	12	20		
3	14	26		
4	14	26		
5	14	27		
Total	68	124	80	20

SED3E01

RISK MANAGEMENT IN SOCIAL ENTERPRISES

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

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

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

References

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

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

Further Reading:

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

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

QUESTION PAPER MARK DISTRIBUTION				
Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	15	20		
2	14	30		
3	14	25		
4	14	24	80	20
5	15	25		
Total	72	124	80	20

SED3C15

BUSINESS ETHICS AND SOCIAL RESPONSIBILITY

PAPER DESCRIPTION

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

PAPER OUTCOMES

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

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

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

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

Global Environmental And Climate Ethics--Kyoto Protocol- IPCC, global warming- SDGs—MDGs- Bjorn Lomborg,- precautionary principle, principle of common but differentiated responsibilities-polluter's pay principle- Club of Rome-renewable resources, non-renewable resources, carrying capacity, zero population growth, Hardin-population escalator- neo-traditionalists- modernists-theory of democratic transition-doubling time.

Activity: List out contemporary ways in which global problems such as climate change and biodiversity loss can be tackled in a just and equitable manner

REFERENCE

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

QUESTION PAPER MARK DISTRIBUTION				
Module	Teaching Hours	Aggregate Mark Including Choice	Marximum Mark	Internal Mark
1	14	25	80	20
2	13	25		
3	15	25		
4	14	24		
5	16	25		
Total	72	124		

SED3E02
PROJECT MANAGEMENT CONCEPTS AND TECHNIQUES

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

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

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

Modules	Content mapped to CO number	Hours
Module I: Basic concepts Project, Project Management, the role of the project manager, project management body of knowledge, commercial vs Social Entrepreneurship and Development projects, Project Triad, Project Lifecycle, Project Stake holders, Project Management process. Project organizational structures	1,2	13
Module II: Project selection Project feasibility, numeric and non-numeric models of project selection, models in financial evaluation of projects, economic value added, social value added, project portfolio	1,2	12

Module III: Project life cycle Sample life cycles, including traditional versus agile: Project planning: Project charter, project plan, Work Breakdown Structure, project schedule, Network Diagrams, Critical chain approach, Preparing the Budget.	2,3	13
Module IV: Project Execution, Monitoring and Control Resource allocation and resource management, project organization, managing changes to scope and schedule, understanding team dynamics, and managing resources effectively, risk management: identifying and quantifying risks, creating a risk-response plan, monitoring and controlling risks, project communication Project Progress reporting, Earned value approach, Project control, Change Management, project closure, project auditing	3,4	16

References:

1. Pinto, J. K. (2020). *Project Management: Achieving Competitive Advantage*, 5/e, Pearson Education.
2. Kerzner, H. (2022). *Project management: a Systems Approach to Planning, Scheduling, and Controlling*. 13/e, John Wiley & Sons.
3. Horine, G. (2014) *Project Management Absolute Beginner's Guide*, Pearson Education
4. Larson, E.W. and Gray, C. (2021). *Project Management*, 8/e, McGraw Hill.
5. Cobb, C. G. (2011). *Making Sense of Agile Project Management: Balancing Control and Agility*. John Wiley & Sons.
6. Meredith, J. R., & Mantel Jr, S. J. (2011). *Project Management: A Managerial Approach*. JohnWiley& Sons.
7. *A Guide to the Project Management Body of Knowledge (PMBOK Guide)*, Sixth Edition, Project Management Institute, 2017.

QUESTION PAPER MARK DISTRIBUTION				
Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	13	30	80	20
2	12	32		
3	13	30		
4	16	32		
Total	54	124	80	20

SED3E03

DIMENSIONS OF GLOBAL CHANGE AND PREPARING FOR THE FUTURE

Course Description

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

Course Outcome

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

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

professional roles, personal planning and social beingness.		
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R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

Unit	Unit & Objective	Content Mapped to Course Outcome	Hours
1	<p>Global Change: Direction, Dimension, Drivers and Influencers</p> <ul style="list-style-type: none"> ○ The major areas in which the world is experiencing phenomenal changes which can lead to quantum shifts. ○ The changes happening in technology, lifestyle, geo-political equations, Economy and Culture. ○ Developments powered by the 4th industrial revolution in the field of drivers and Influencers such as Artificial Intelligence, Crypto Currency, Blockchain, Robotics, Modern Bio-sciences, quantum computing, Astro Studies and Big Data. ○ Key stakeholders in mobilization of the world towards future: Ideas, People, Organizations. 	1,2,5	15
2	<p>Impact of Change in Human Life: Professional, Personal, Social, Political, Existential</p> <ul style="list-style-type: none"> ○ Common avenues in which the changes happening around the world would potentially make an impact. ○ Different dimensions through which the multiple facets of life get impacted by the changes happening around the world. ○ The systems and processes that bring change to life. ○ Role of governments, enterprises, Start-ups and other institutions in channelizing the potential of change to the direction of development. 	1,2,5	12
3	<p>Miraculous Future: Nature, Possibilities and Methods to Keep us Relevant in Future</p> <ul style="list-style-type: none"> ○ Different thoughts and arguments about the nature and shape of future. ○ What are the possibilities and challenges each person should anticipate? ○ What make humans relevant in the future too. ○ How to shape ourselves in synchronization with the demands of future. ○ Bringing clarity from chaos. 	3,4,5	15

4	Future of Employment: Trends, Emerging Fields, Finding the Suitable Spot <ul style="list-style-type: none"> ○ 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. 	4,5	11
5	Developing perspectives, attitudes and Skills for Future: Areas to Improve, Factors to Develop and Techniques to Enhance the Vital Attributes <ul style="list-style-type: none"> ○ Skillset and Mindset on demand in the future. ○ Scientific analysis and understanding of the skillset and mindset gap. ○ Global tools and techniques to develop skillset to adapt each person to the demands of future. ○ Building the plan to develop mindset and skillset to support the 5-year plan. 	4,5	10

Reading and Reference

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

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

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

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

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Frey, C. B. and Osborne, M. A. (2013). The future of employment: how susceptible are jobs to computerization? "Technological Forecasting and Social Change, Elsevier, vol. 114(C), pages 254-280.

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

Harari, Yuval N. (2015). *Sapiens: a brief history of humankind*. New York: Harper.

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- Mokyr, J. (1998). The political economy of technological change. *Technological revolutions in Europe*, pp. 39–64.
- Murphy, K.P. (2012). *Machine learning: a probabilistic perspective*. The MIT Press.
- Nankervis, A. R., Connel, J. et.al. (2020). *The Future of Work in Asia and Beyond*. Taylor and Francis. London.
- OECD. (2015). *The Future of Productivity*. OECD Publishing.
- Sandberg, A. and Bostrom, N. (2008). Whole brain emulation: A roadmap, technical report 2008-3. Tech. Rep., Future of Humanity Institute, Oxford University.
- Stager, J. C. (2011). *Deep Future: The Next 100,000 Years of Life on Earth*. Saint Martin's Press.
- Tegmark, M. (2017). *Life 3.0: being human in the age of artificial intelligence*. New York : Alfred A. Knopf
- Wilson, E. O. (2002), *The future of life*. Alfred A. Knopf: New York

Assessment

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

QUESTION PAPER MARK DISTRIBUTION				
Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	15	25		
2	12	25		
3	15	25		
4	11	25		
5	10	24	80	20
Total	63	124	80	80

SED3C16

FIELD STUDY – Level 2

It is intended to conduct in the Third Semester.

Objective

- To trace out a problem from the field, study it and suggest measures to solve it by means of social entrepreneurship
 - It should be an individual based study. Team based study can also allowed but should not exceed three.
 - Mixed teams may be encouraged.
 - The individual or team shall conduct observational and experienced field study with the intention of understanding the various courses of the first three semesters. However, it should be noted that the individual or team shall not repeat the area(s) selected for field study and internship during the first two semesters.
 - Observational method is suggested for identifying the problem of study. Experienced study implies participatory approach in every allowed aspect of the designated institution or field along with personnel there.
 - The students should spend 3 to 5 days in the selected institution/ field for finalising the problem of study. It should be practical oriented and finalised problem must be reported to both supervisors belonging to the parental and designated institution.
 - There should be a minimum of 50 hours of observation cum experienced field study.
 - The individual/ team must state the objectives of the problem of study in the context of selected organization and categorize it as a social, commercial enterprise, public-private or a combination of them.

- There should be two supervisors for an individual/ a team – one from the selected organization and the other from the parental department.
- The individual /team need to keep a diary to record their meetings, collected data etc. which shall be signed by the supervisor of the selected organization. Copy of which shall be sent to the supervisor of the parental department every week.
- Every individual/ team shall submit a report along with the dairy as mentioned in point 9.
- There should be a formal presentation of the structure of the report and findings of the field before a team of parental department and external faculty.
- The findings must highlight how far the collected data addresses the selected problem and the suggestions must evolve from the data analysis and findings.

SEMESTER 4

SED4C17

HUMAN RESOURCE DEVELOPMENT FOR SOCIAL ENTERPRISES

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

C O	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Ability to recall the basic concepts and terms related to Human Resource planning, strategic HRM, recruitment, training and development, performance management, compensation and industrial relations.	R, U	1,3
O2	Enable the incumbents to understand comprehensively the concepts delivered at their membrane level to make them cognitively fit for application.	U, Ap	1,4
O3	Develop application skills in HRM based on the understanding of the different contents delivered to apply them with illustrations and cases.	Ap, U	3,4,5
O4	Impart skills to analyze human resource practices to explore and establish relationships in the areas of human resource decisions.	An, Ap	2,3
O5	Make the students capable to evaluate the impact of human resource management practices on business performance and appraise existing HR practices	E, Ap	5,6

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

Modules	Content mapped to CO number	Hours
Module I: Concept of HRM Objectives, Nature and Scope of HRM- Difference between HRM and HRD- Human Resource Management in India and present day scenario. Strategic HRM, skills and competencies of HR professionals.	1,2	13
Module II: Human Resource Planning and Development Human Resource Planning-Forecasting-Job Analysis Recruitment-Selection-Induction and Socialization TrainingandDevelopment-TrainingNeedAnalysis-TypesofTraining-TrainingEvaluation-EmployeeDevelopment-MentoringandCoaching	2,3,4	14
Module III: Performance and Rewards Management PerformanceAppraisalandManagement-ChallengesinAppraisal-ChangingtrendsinPerformanceManagement-SuccessionPlanning-Employeecounselling. TheoryofWages-SalaryandWageAdministration-JobEvaluation-ExecutiveCompensation-EmployeeBenefitsandIncentives	3,4,5	14
Module IV: Employee Relations and Welfare Industrial Relations-Trade Unions, Collective Bargaining and Workers' Participation in Management- Grievance Handling-Sexual Harassment at the workplace. Stress Management- Work life Balance- Employee safety	2,4	13

References

1. Dessler, G. and Varkey, B. (2013). *Human Resource Management*. Pearson.
2. Decenzo, D. A. and Robbins, S. P. (2013). *Human Resource Management*. John Wiley and Sons.
3. Armstrong, M. (2010). *Handbook of Human Resource Management*. 11th edition. Kogan Page.
4. Rao, V. S. P. (2013). *Human Resource Management: Text and Cases*. Excel Books
5. Dessler, G. and Varkkey, B. (2013). *Human Resource Management*. Pearson.
6. Jyoti, P. & Venkatesh, D. N. (2013). *Human resource management*. India: Oxford University Press.
7. Snell, S. Bohlander, G. & Vohra, V. (2012). *Human Resource Management: A South Asian Perspective*. India: Cengage Learning.

QUESTION PAPER MARK DISTRIBUTION

Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	13	32		
2	14	30		
3	14	32		
4	13	30	80	20
Total	54	124	80	20

SED4E04

SOCIAL INNOVATION AND SUSTAINABILITY

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

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

Modules	Content mapped to CO number	Hours
<p>Module I: Introduction to Social Innovation</p> <p>Meaning, Core definitions, Elements and Features of social Innovation. Social Entrepreneur and Entrepreneurship. Difference between the concepts of Social Entrepreneurship Social Enterprise, and Social Economy.</p>	1,2	13
<p>Module II: Process of Social Innovation</p> <p>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>Activity: Draw examples from real world and discuss why social and sustainable innovation is the need of the hour</p>	1,2,3	15
<p>Module III: Understanding Sustainability</p> <p>Evolution of Concept of Sustainable Development, Definition and Concept of Sustainable Development -Limits of Growth -Silent Spring -Kyoto Protocol -Dimensions of Sustainable Development - Environmental Ethics -The rationale for MDGs and its link with Sustainable Development.</p>	2,3	13
<p>Module IV: 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>	3,4	15
<p>Module V: Social Innovation to Drive Corporate Sustainability</p> <p>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 Decarbonization. Interplay between social value, entrepreneurship, and sustainability- Challenges of building a sustainable social enterprise.</p>	4,5	16

References:

Crutchfield, Leslie and Heather McLeod Grant. 2008. *Forces for Good: The Six Practices of High-Impact Nonprofits*. Jossey-Bass

Goldsmith, Stephen. 2010. *The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good*. Jossey-Bass.

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Parkin S., Sommer F. and Uren S. (2003) *Sustainable Development: understanding the concept and practical challenge*, *Engineering Sustainability*

Thakur, Kailash(1999), *Environmental Protection Law and Policy in India*, Deep &Deep, M New Delhi

Roosa, Stephan A,(2008), *Sustainable Development Handbook*, The Fairmont Press, Lilburn

Baker S. (2006) *The concept of sustainable development*, Routledge, London,

Elliot, Jennifer A (2013), *An Introduction to Sustainable Development*, Oxon, Routledge

Galbraith. B, Molinari. F, (2014) *Social Innovation and Entrepreneurship Case Studies, Practices and Perspectives* Paperback

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Erica Swallow, *Creating Innovators: Why America's Education System Is Obsolete*.
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Altenburger, R. (2018). *Innovation management and corporate social responsibility: Social responsibility as competitive advantage*. Springer.

Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	13	22	80	20
2	15	24		
3	13	25		
4	15	28		
5	16	25		
Total	72	124	80	20

ADVOCACY AND NETWORKING FOR SOCIAL CHANGE

COURSE OBJECTIVE

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

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Remember the concept of advocacy and networking and how its principles work	R, An	1
O2	Understand how advocacy strategies can influence the opinions and decisions of people and organizations.	U	1
O3	Apply networking to empower an individual, group or a community and realize how it has become one of the effective drivers of social and political change.	Ap, Ev	4,6
O4	Analyze how advocacy by groups, movements and lobbying professionals shapes policy, and it will address important debates about how such interests are mobilized and maintained.	An	4
O5	Evaluate advocacy strategies or approaches to check out their effectiveness to achieve the desired results	E	5

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

Modules	Content mapped to CO number	Hours
<p>Module I: Introduction</p> <p>Meaning-Types and process of Advocacy-Social advocacy and social change: Leadership, Campaign Planning, Coalition, and Network building- The Stages of Advocacy- Skills for Effective Advocacy- Principles of Advocacy Work</p>	1,2	11
<p>Module II: Advocacy and Networking</p> <p>Concept-Forms of advocacy- Advocacy Services-Grassroots Advocacy-The Strategic Plan-Building an Advocacy Plan-Successful Advocacy Efforts-Networking-Role of social workers in Advocacy and networking- Stakeholders in Advocacy Work</p> <p>Activity: Designan Advocacy campaign plan for your village/hometown</p>	1,2,3	13
<p>Module III: Networking</p> <p>Meaning of networking -Characteristics of a Network- Forms of Networking- Aims of networking- Tools and Strategies of Networking -Challenges with networking- Opportunities of networking- Essentials of Effective Networking- Network and Coalitions- Mobilizing Support- strengths based practices and networking</p> <p>Activity: Generate examples in as to how networking can fuel young people to change the world</p>	2,3,4	14
<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-Centered Advocacy- Key Principles- Benefits and Challenges</p>	4,5	16

Reference

Bruce, S. Jansson. (2016). *Social Welfare Policy and Advocacy: Advancing Social Justice through Policy Sectors*. New Delhi: Sage Publications.

Cusick, A, & McCluskey, A. (2000). Becoming an evidence-based practitioner through professional development. *Australian Occupational Therapy Journal*, 47(4), 159-170.

Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. *Families in Society*, 80 (4) 341-350.

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Kulkarni, P. D. (2000). *Social Policy and Social Development in India*. Chennai: ASSSWI

Law, M. (2000). Strategies for Implementing Evidence-based Practice in Early Intervention. *Infants and Young Children*, 13(2), 32-40.

Law, M. (2002). Introduction to evidence-based practice. In M. Law (2002) *Evidence-based rehabilitation: A guide to practice* (3-12). Thorofare, NJ: Slack, Inc.

Reichert, Elisabeth. (2003). *Social Work and Human Rights: A Foundation for Policy and Practice*. Jaipur: Rawat Publications.

Yeates, Nicola. (2003). *Globalisation and Social Policy*. London: Sage publications.

QUESTION PAPER MARK DISTRIBUTION				
Module	Teaching Hours	Aggregate Mark Including Choice	Marximum Mark	Internal Mark
1	11	32	80	20
2	13	30		
3	14	32		
4	16	30		
Total	54	124	80	20

SED4E05

HUMAN INFRASTRUCTURE, COMMUNICATION AND LEADERSHIP

COURSE OBJECTIVE

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

Course Outcome

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

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

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

Unit	Unit & Objective	Content Mapped to Course Outcome	Hours
1	Human Infrastructure: Attitude, Mind set, Emotional Intelligence and Skills <ul style="list-style-type: none"> ○ The concept and importance of human infrastructure in the new world. ○ The 'Demanding' Future: Changing landscape of mindset and skill demand ○ Understand and analyze the gap between current position and the expected level. 	1,2	5
2	The mindset: Focus, Positivity, GRIT, Emotional Intelligence and Flexibility. <ul style="list-style-type: none"> ○ Appropriate mindset and mental framework to adapt to the dynamics of the new world. ○ Methods to enhance Focus,GRIT, Emotional Intelligence and Flexibility. ○ How to apply development in mindset during different scenarios in life. 	3, 5	12
3	Communication, Presentation and Professional Discussion Skills <ul style="list-style-type: none"> ○ Verbal and non-verbal communication ○ Preparation and delivery of professional presentations ○ Preparation and participation in professional discussions 	3, 5	8
4	Group and team work, interpersonal dynamics and relationship management <ul style="list-style-type: none"> ○ Different personality types and traits ○ Dynamics of interpersonal relationships ○ Approaches and methods for effective group and team work 	3, 5	12
5	Scenario Analysis, Planning, Problem Solving and Decision Making <ul style="list-style-type: none"> ○ Developing strong understanding on analyzing, conceiving and interpreting scenarios to derive meaning out of complexities. ○ Different approaches to solve problems ○ Systematic process of decision making ○ Sub-conscious biases, self-sensitization and possible methods to be un-biased while solving problems and taking decisions. 	3, 5	10

6	Leadership for future <ul style="list-style-type: none"> ○ Role of leaders in future ○ Leading the 'unknown' generation ○ Mindset to build leadership in a brick-by-brick manner. ○ International perspectives about leadership and its function within modern institutions/organizations. 	3, 5	15
7	Plan Development: <ul style="list-style-type: none"> ○ Design a 2-year action plan to develop and sharpen the most optimum mindset and skillset to be ready for the future. ○ Develop the ability to implement the plan to ensure continuous growth and development. 	4	8

Reading and Reference

Adair, J. (2011). *Effective Communication: The most important message skill for all*. Pan Macmillan.

Avolio, B. J. , Sosik, J. J. , Jung, D. I. , &Berson, Y. (2003). Leadership models, methods, and applications. In Borman, W. C. , Ilgen, D. R. , &Klimoski, R. J. , *Handbook of psychology* (Vol. 12, pp. 277–307). Hoboken, NJ: Wiley.

Collins, J. (2001b). Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review*, 79, 66–76.

Duckworth, A. (2016). *GRIT: The Power of Passion and Perseverance*. Scribner

Goleman, D. (1996). *Emotional Intelligence: Why it can matter more than IQ*. Bloomsbury

Goleman, D. (2013). *FOCUS: The Hidden Driver of Excellence*. Bloomsbury

Greiff, S., Niepel, C., &Wüstenberg, S. (2015). 21st century skills: International advancements and recent developments [Editorial]. *Thinking Skills and Creativity*, 18, 1–3

Huitt, W.G. (1992). Problem Solving and Decision Making: Consideration of Individual Differences Using the Myers-Briggs Type Indicator. *Journal of Psychological Type*. Volume 24. Pages 33–44.

Morgan, J. (2020). *The Future Leader: 9 Skills and Mindsets to Success in the Next Decade*. Wiley.

Assessment

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

QUESTION PAPER MARK DISTRIBUTION				
Module	Teaching Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	5	8	80	20
2	12	15		
3	8	10		
4	12	25		
5	10	28		
6	15	28		
7	8	10		
Total	70	124	80	20

SED4C19

RESEARCH PROJECT WITH COMPREHENSIVE VIVA VOCE

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

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

- Students would be required to take an individual assignment with a social entrepreneurial organization or community
- Students would be given a topic that would be of critical importance for the effective functioning of the organization or community.
 - Research Project has two parts – Submission of dissertation and Viva voce. Maximum of 200 marks will be given for dissertation.

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

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

Arrangement of Contents:

- i) The project should be arranged as follows
 1. Cover Page and Title Page
 2. Bonafide certificate/s
 3. Declaration by the student
 4. Acknowledgement
 5. Table contents
 6. List of Tables

7. List of Figures
 8. List of symbols, Abbreviations and Nomenclature
 9. Chapters
 10. Appendices
 11. References
- ii) Page dimension and typing instruction

The dimension of the project report should be in A4 size. The report should be printed in bond paper and bound using flexible cover of the thick white art paper or spiral binding. The general text of the report should be typed with 1.5 line spacing. The general text shall be typed in the font style 'Times of New Roman' and font size 12. The paragraphs should be arranged in justified alignment with margin 1.25" each on Top. Portrait orientation shall be there on Left and right of the page. The content of the report shall be around 40 pages.

- iii) A typical specimen of Bonafide Certificate

KANNUR UNIVERSITY

BONAFIDE CERTIFICATE

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

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

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

Signature

Signature

Name

Name

Head of the Department

Head of the Department

Academic Designation

Academic Designation

Department

Department

Seal

Seal

iv) Declaration by the student

DECLARATION

I,, hereby declare that project work entitled(Title of the Project)has been prepared by me and submitted to Kannur University in partial fulfillment of requirement for the award of Bachelor of Is a record of original work done by me under the supervision of Dr./ Prof of Department of college / (Name of Institute)

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

Place:

Signature of the student

Date:

(Reg. No)

Evaluation of project report

1. The ESE of the project work shall be conducted by two external examiners
2. Evaluation of the Project Report shall be done under mark system
3. The evaluation of the project will be done at two stages.
 - i) Continuous/ internal assessment (CA) (Supervising teacher/s will assess the project and award internal marks)
 - ii) External evaluation (by external examiners appointed by the University)
4. Marks secured for the project will be awarded to candidates, combining the internal and external marks
5. The internal to external component is to be taken in the ratio 1:4

6. Assessment of different components of project may be taken as below.
7. External Examiners will be appointed by the University from the list of IV semester Board of Examiners in consultation with the Chairperson of the Board for the smooth conduct of the evaluation of project.
8. Internal Assessment should be completed 2 weeks before the last working day of IVth semester.
9. Internal Assessment marks should be published in the department.
10. Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines
11. Submission of the Project report and presence of the student for viva are compulsory for internal evaluation. For external evaluation (for programmes without practical) the Project report submitted by the student shall be evaluated by the external examiners. No marks shall be awarded to a candidate if she/he fails to submit the Project report for external evaluation.
12. A student shall be declared to pass in the Project report course if she/he secures minimum 40% marks of the aggregate and 40% separately for external
13. The student should get a minimum of 40% marks for pass in the project. In an instance of inability of obtaining a minimum of 40% marks, the Project work may be redone and the report may be submitted along with subsequent examinations through parent department

The breakup of internal marks is given in Table 6.

Table 6
Breakup of internal marks for research project

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

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

Table 7

Breakup of external marks for research project

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

SED4C20

COMMON VIVA-VOCE

There will be a comprehensive subject viva-voce for which maximum marks that can be awarded will be 100. External examiner will conduct the viva voce.



M.A. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

(Credit Based Semester System)

Model Question Papers

KANNUR UNIVERSITY



Reg. No.:.....

Name:.....

**FIRST SEMESTER M.A. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION MARCH 2023**

(2022 Admission onwards)

SEDIC01: INDIA: SOCIETY, ECONOMY AND POLITY

Time: 3 Hours

Maximum: 80 Marks

Part A

(Answer all questions, each question carries 1 marks)

1. Which of the following was not one of the grievances of people during the era of the company rule?
A. A highly unpopular revenue settlement hard-pressed the peasantry.
B. Misery to the artisans and handicrafts people.
C. Rampant corruption in the Company's administration.
D. Recruiting Indians for hard labour abroad
2. Which of the following is not one of the factors for the success of the British?
A. English language B. Superior military equipment
C. Better discipline D. Good leadership, specially second level
3. Which of the following is not one of the effects of British rule in India?
A. Imposed political unity in India.
B. Created a larger state than the Mauryan or Mughal ones.
C. Set up a professional civil service
D. Absence of a unified judiciary
4. Which of the following is correct?
A. The incidence of untouchability is higher in rural areas.
B. Untouchability is most widely practised in Maharashtra.
C. Untouchability is more common in South India than in North India.
D. In the North-eastern region, Nagaland has the highest number of cases of untouchability.
5. Which of the following is a feature of globalization?
A. Growth of rural areas B. Growth of cities
C. Rise of joint families D. National self-reliance
6. Mahbub Ul Haq and Amartya Sen are associated with
A. Growth B. Environmental Protection
C. Human-centric development. D. Foreign trade
7. Which state has the lowest unemployment rate?
A. Gujarat B. Tamil Nadu C. West Bengal D. Orissa
8. What is the minimum age to become the governor of an Indian state?
A. 30 Years B. 25 Years C. 35 Years D. 40 Years
9. Read the following statements.

Statement (A): There is considerable social culture diversity in India.

Statement (B): Diversity necessary leads to equal opportunities.

Choose the correct option

- A. Both A and B are true and B is the correct explanation of A
 - B. Both A and B are true but B is not the correct explanation of A
 - C. A is true but B is False
 - D. Both A and B are false
10. Which of the following is not a characteristics of class
- A. Mobility of group
 - B. Equal status
 - C. Class consciousness
 - D. Endogamy
- (10x1=10 marks)

Part B

(Answer any 5 questions, each question carries 3 marks)

1. What were the factors that gave rise to social reform movements in India?
2. What were the main aims of the Indian National Congress in the initial stage?
3. How did the arrival of Gandhi change the character of the national movement in India?
4. What are the key features of caste?
5. Briefly state the socio-cultural impact of globalization.
6. State the major challenges to food security in India.
7. What is the composition and function of the GST council?
8. Distinguish between fundamental rights and directive principles of state policy.

Part C

(Answer any 5 questions, each question carries 5 marks)

1. Is the advice tendered by the Council of Ministers binding on the President?
2. What is the meaning of displacement?
3. What were the reasons for the decline of the Home Rule League?
4. Briefly describe the conditions of the Indian people under colonialism.
5. What are the advantages of Goods and Services Tax (GST)?
6. Write a short note on the growth of the services sector in India.
7. Briefly state the features of the Government of India Act of 1919.
8. Briefly state the emergency powers of the Indian President.

(5x5=25 marks)

Part D

(Answer any 3 questions, each question carries 10 marks)

1. Distinguish between the moderates and the extremists in terms of their social character and ideas
2. Write an essay on reservation policy/affirmative action in India
3. Discuss the main trends in employment and unemployment in India
4. Have the 73rd and 74th amendments to the Constitution of India strengthened the local governments in India? Elucidate.
5. Explain the implications of globalisation for family and social values?

(3x10 =30 marks)

Reg. No.:.....

Name:.....

FIRST SEMESTER M.A. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

DEGREE EXAMINATION MARCH 2023

(2022 Admission onwards)

SEDIC02: DEVELOPMENT, GENDER AND DECENTRALIZATION

Time: 3 Hours

Maximum: 80 Marks

Part A (Answer all questions, each question carries 1 marks)

1. Physical Quality of Life Index was developed by
 - a. Muhabul ul Haq
 - b. Amartya Sen
 - c. Prof. Kuznets
 - d. Morris David Morris
2. According to the Global MPI 2020, India's rank is.....
 - a. 73
 - b. 46
 - c. 62
 - d. 107
3. Indicators of Human Development does not include
 - a. Life expectancy at birth
 - b. Mean Years of Schooling
 - c. Expected Years of Schooling
 - d. Personal Income
4. Dividing National Income of a country by total population we get.....
 - a. Personal Income
 - b. Net National Product
 - c. Per capita Income
 - d. GNP
5. Expand GDI
 - (a) Gross Domestic Product
 - (b) Gender Development Index
 - (c) General Development Indicator
 - (d) General Domestic Project
6. Expand NFHS
 - a) National Family Health Survey
 - b) National Food Harvest Scheme
 - c) New Family Health Scheme
 - d) National Finance and Habitat Survey
7. As per 2011 census the sex ratio of Kerala is
 - (a) 1084:1000
 - b) 948: 1000
 - c) 1001: 1000
 - d) 988 : 1000
8. Maximisation of the rate of creation of investible surplus (MRIS) criterion is chiefly advocated by
 - a.Keynes
 - b. Galenson and Liebenstein
 - c.Arther Lewis
 - d. Harrod-Domar
9. Who developed the model of mobile households that select a community of residence based on their preferences for local public goods?
 - a.Amartya Sen
 - b. Tiebout
 - c. Oates W.E.
 - d.Kim A.
10. National Commission for Women Act came into effect in the year.

- a.1990 b. 1995 c. 2000d. 2005

(10 x 1 = 10 Marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1. Differentiate between HDI and IHDI
2. Distinguish between GNP and NNP
3. Distinguish between Personal Income and Disposable Income.
4. Cite five examples of women's unpaid work.
5. What do we mean by "Reproductive roles of women"?
6. Explain Nurk's Theory of Disguised Unemployment
7. Define market decentralisation.
8. What is fiscal decentralisation?

(5 x 3 = 15 Marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1. Distinguish between Economic Growth and Economic Development
2. Define gender discrimination, elucidate with examples
3. Give a brief note on Gender Development Index
4. Explain the Characteristics of Less Developed Countries (LDCs).
5. Briefly explain the Harrod-Domar Model.
6. Discuss important criticisms of Lewis Model.
7. Explain the 'vicious circle or poverty'.
8. Which are the Stages of growth by Marx?
9. Explain the factors affecting women's involvement in Local Government.

(5 x 5 = 25 Marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1. Explain the Measures of Income Inequalities?
2. "Women's Empowerment is a development multiplier" Discuss
3. Explain the Todaro Model
4. Describe important functions of National Commission for Women.
5. Describe the dimensions of decentralisation.
6. What are the obstacles to economic development?
7. How to measure the closeness of a Government to its people?

(3 x 10 = 30 Marks)

Reg. No.....

Name:

Maximum Marks: 80

**FIRST SEMESTER MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION MARCH 2022**

(2022 Admission onwards)

SED1C03: SUSTAINABLE DEVELOPMENT

Time: 3 Hours

Maximum: 80 Marks

PART A (Answer all questions, each question carries 1 mark)

1. In the year, the UN General Assembly constituted a committee on sustainability (CSD)
 - A. 1995
 - B. 1994
 - C. 1993
 - D. 1992
2. When did the phrase "Sustainable Development" first appear?
 - A. 1987
 - B. 1980
 - C. 1978
 - D. 1992
3. United Nations (UN) era of schooling for Sustainable growth is from
 - A. 2002-2011
 - B. 2003-2012
 - C. 2004-2013
 - D. 2005-2014
4. The UN has established a total number of Sustainable Development Goals
 - A. 15
 - B. 16
 - C. 17
 - D. 18

5. The UN Conference for environmental sustainability is often recognized by the United Nations World Summit held on
- A. Rio de Janeiro, 2010
 - B. Rio de Janeiro, 2011
 - C. Rio de Janeiro, 2012
 - D. Rio de Janeiro, 2013
6. To achieve: social, economic, and ecological equality, it is required to
- A. Social advancement
 - B. Development of the economy
 - C. Long-term development
 - D. Development of the environment
7. Where did the first move toward Sustainable Development occur?
- A. Stockholm Conference
 - B. Conference in Bangkok
 - C. Conference in San Francisco
 - D. All of the preceding
8. The National Action Plan on Climate Change (NAPCC) was released in which year
- A. 2007
 - B. 2008
 - C. 2009
 - D. 2010
9. People-centred approach to governance that includes citizens, or representatives of a particular group of citizens, in decision-making is called
- A. Community governance
 - B. Peoples governance
 - C. Participatory governance
 - D. Community- based governance
10. The Paris agreement asks cuts emissions required to limit global warming to
- A. 2.5°C
 - B. 1.5 °C
 - C. 2.2°C
 - D. 1.2°C

(1x1=10 marks)

PART B (Answer any 5 questions, each question carries 3 marks)

1. What would "Agenda-21" mean?
2. Explain the role of education in attaining sustainability on the basis of SDG 4.
3. What do you mean by Local Indicator Framework of SDGs?
4. Is SDG relevant to this country? Justify.
5. What is the role of NDC in reducing impacts of climate change?
6. What is Multi-stakeholder governance?
7. What is the role of NABARD in Climate finance in India
8. What is "Common But Differentiated Responsibilities"?

(5x3=15 marks)

PART C (Answer any 5 questions, each question carries 5 marks)

1. Write the need and significance of Sustainable Development Goals
2. What are the objectives of SDGs in Localizing strategies?
3. What are the steps of SDGs in the Localization of Sustainable Development Goals?
4. What are the key features of the Local Indicator Framework in Kerala?
5. What are the 5P's of Sustainable Development Goals?
6. Name any five missions introduced by India in NAPCC
7. Explain climate change mitigation and adaptation with at least two examples for each
8. Explain the role of LAPCC in climate action

(5x5=25 marks)

PART D (Answer any 3 questions, each question carries 10 marks)

1. What is the historical context of Sustainable Development Goals? Explain
2. Localization of Sustainable Development Goals is essential to attain sustainability to its fullest. Substantiate this statement.
3. What is the Institutional Framework for the Localization of SDGs? Explain the approaches and strategies.
4. Explain north-south divide in the light of Climate change
5. Explain the stages of The Adaptation Policy Framework Process

(3x10=30 marks)

Reg. No.....

Name:

Maximum Marks: 80

**FIRST SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION MARCH 2022**

(2022 Admission onwards)

SEDIC04: BASICS OF SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

Time: 3 Hrs

Max. Mark: 80

Part – A (Answer all Questions)

Choose the correct answer (10 x 1 = 10 Marks)

1. An individual who initiates, creates and manages a new business can be called _____.
(a) A Leader (b) A Professional (c) A Manager (d) An Entrepreneur
2. First generation entrepreneur is also known as _____ entrepreneur
(a) New (b) Modern (c) Pure (d) Adoptive
3. Which entrepreneurs start enterprises for their personal gains?
(a) Social entrepreneur (b) Drone entrepreneur
(c) Fabian entrepreneur (d) Commercial entrepreneur
4. _____ entrepreneur is also known as 'Life timer'?
(a) Motivated (b) Innovative (c) Classical (d) Imitative
5. Grameen Bank by Muhammed Yunus is an example of _____ entrepreneurship?
(a) Innovative (b) Social (c) Public (d) Joint
6. Who is considered as the father of social entrepreneurship?
(a) J.S. Mill (b) Bill Drayton (c) J.B. Clark (d) Prof. Seligmen
7. Which would provide an individual with the motivation to start a new business venture?
(a) The financial rewards (b) A desire to be independent
(c) Risk taking (d) All of the above
8. Advantages of self-employment include _____
(a) Flexible working hours (b) Freedom to choose the type of work
(c) High potential to enhance income (d) all of the above

9. Who is considered as the father of entrepreneurship?
 (a) Joseph Schum Peter (b) Bill Gates
 (c) Paul Reynolds (d) Elon Musk
10. Entrepreneurship development programme is to help _____
 (a) Employees of an organization (b) Well established business
 (c) First Generation entrepreneurs (d) None of the above

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages

(5 x 3 = 15)

1. Define entrepreneurship.
2. Who is the motivational entrepreneur?
3. Define the term "Intrapreneur".
4. What is social entrepreneurship?
5. Who is a social catalyst?
6. What are CSR funds?
7. What is social Activism?
8. Define 'partnership firm'.

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each

(5 x 5 = 25)

1. Explain the nature and importance of entrepreneurship?
2. What are the social responsibilities of entrepreneurs?
3. Distinguish between business entrepreneur and social entrepreneur?
4. Briefly explain PCDO frame work?
5. What are the qualities and skills of social entrepreneurs?
6. What are the advantages and disadvantages of private – public partnership?
7. Explain the development of Entrepreneurship?
8. Write a note on Scale of Entrepreneurs?

PART – D

Answer any three questions.

Answer should not exceed 6 pages each

(3 x 10 = 30)

1. Explain the different types of entrepreneurs?
2. What are the characteristics of social entrepreneurs?
3. Explain the Timmon's model of entrepreneurship process?
4. Explain the services provided by the Narayana Hrudayalaya Institute of Medical Science.
5. Explain the main theories of Entrepreneurship?

Reg. No.....

Name:

Maximum Marks: 80

**FIRST SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION MARCH 2022**

(2022 Admission onwards)

SEDIC05: FUNDAMENTALS OF MANAGEMENT FOR SOCIAL ENTERPRISE

Time: 3 Hours

Total: 80 Marks

Part – A (Answer all Questions)

Choose the correct answer (10 x 1 = 10 Marks)

1. Classical Management Theory is

- a) Organisation centred
- b) Human oriented
- c) Complete employee view
- d) All the above

2. Who is the father of scientific management?

- a) Henry Fayol
- b) Henry L Gantt
- c) Harring Emerson
- d) Winslow Taylor

3. _____ forecast the sales of different products in each area for particular month. a)

Sales Budget

- b) Sales accounts
- c) Sales cost

d) None of the above

4. Name the function of the management which involves setting objectives and developing appropriate courses of action to achieve these objectives

- a) Directing
- b) Organising
- c) Planning
- d) Staffing

5. The right of a person to give instructions to his subordinates is known as _____

- a) Responsibility
- b) Authority
- c) Accountability
- d) Line authority

6. _____ deals with appointing people and placing them at the appropriate jobs.

- a) Human Resource
- b) Recruitment
- c) Staffing
- d) Placement

7. According to Maslow, self-actualization needs is a _____

- a) high level needs
- b) Medium level needs
- c) lower level needs
- d) psychological needs

8. Management By Objectives was introduced by _____

- a) Taylor
- b) Elton Mayo
- c) Peter Drucker
- d) Maslow

9. The leader makes decision in consultation with his followers is _____

- a) Autocratic leader
- b) liberal leader
- c) Democratic leader
- d) Institutional leader

10. The following is also known as Military Organisation

- a) Line Organisation
- b) Functional organisation
- c) Line and staff organisation
- d) None of the above

Part B

Answer any five questions. Each question carry three marks

1. Explain the importance of management.
2. What are forecasting techniques?
3. Explain the important principles of organising. 4. Explain the terms authority and responsibility.
5. What is staffing? Describe the importance and need for proper staffing?
6. Differentiate between recruitment and selection. Describe the steps involved in the selection process.
7. Describe RoI.

Part C

Answer any five questions. Each question carry five marks

1. What are the different social responsibilities of business?
2. What is Two-factor theory.
3. What is communication? Describe its importance.
4. Explain the principles of effective communication.

5. What are different leadership styles?
6. Difference between Planning and Forecasting.
7. What are the benefits of performance management?

Part D

Answer any three questions. Each question carry ten mark

1. Mention different schools of management. What are the contributions of the human behaviour schools?
2. Explain the different types of decisions.
3. Explain the principles of organisation chart and its importance.
4. What are different control techniques that a manger can implement to ensure effective control system?
5. What is leadership and factors affecting leadership, Explain various theories of leadership.

Reg. No.....

Name:

Maximum Marks: 80

**SECOND SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION MARCH 2022**

(2022 Admission onwards)

**SED2C07: SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT: APPROACHES
AND MODELS**

Time: 3 Hrs

Max. Mark: 80

Part – A

(Answer all Questions)

Choose the correct answer

(10 x 1 = 10)

1. Social Entrepreneurship is
 - (a) Social service
 - (b) Social Business
 - (c) Social Work
 - (d) Social club
2. Important Qualities of a Social Entrepreneur
 - (a) Risk taking
 - (b) Awareness of social problems
 - (c) Business mind
 - (d) All three (a, b & c)
3. World Renowned Social Entrepreneur and a Nobel laureate
 - (a) AzimPremji
 - (b) Mohammad Yunus
 - (c) Ratan Tata
 - (d) N.R. Naryana Murthy
4. Which is the Famous Social Entrepreneurship model?
 - (a) Amul India
 - (b) Ford Cars

- (c) Pepsi
 - (d) Apollo Hospital
5. Which one of these is a social enterprise?
- (a) Work for monthly salary in a company
 - (b) Earning Money through business
 - (c) Solving a social problem through a business model
 - (d) Attaining CEO Position
6. What is the special characteristic of Social Entrepreneurship? [P.T.O.]
- (a) Philanthropy
 - (b) Finding Sustainable business solution
 - (c) Giving Donation
 - (d) Welfare scheme
7. Social entrepreneurship can be defined as which of the following?
- (a) A process involving the innovative use and combination of resources to pursue opportunities to catalyse change and/or address social needs
 - (b) Coming up with new solutions to social problems and then implementing them, often on a large scale
 - (c) An attempt at the creation new social value through the creation of a new enterprise, such as self-employment, creating a new business or nonprofit, or the expansion of an existing social enterprise by an individual, team of individuals or firm'
 - (d) All of the above
8. Which of the following traditional marketing elements do not apply to social entrepreneurship efforts?
- (a) Marketing mix
 - (b) Public Relations
 - (c) Sales Promotion
 - (d) None of the above
9. Social entrepreneurs act as change agents by:
- (a) Acting boldly and responsively to tackle need
 - (b) Adopting a mission to create social value
 - (c) Being accountable to the constituencies served
 - (d) All of the above
10. What is a social enterprise concerned with?
- (a) Profit maximisation

- (b) Maximising market share
- (c) Providing public service
- (d) Running a business to create social benefits

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages (5 x 3 = 15)

1. Define Social Entrepreneurship.
2. Define the Types of Social Entrepreneurs.
3. What are the characteristics of Social Entrepreneurs?
4. What are the differences between social enterprise and social entrepreneurship?
5. Analyse and explain why social capital is important to enhancing our understanding of social entrepreneurship?
6. Explain Root cause analysis in Social Entrepreneurship.

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each (5 x 5 = 25)

1. What are the different characteristics of Successful Social Entrepreneurs? How Social Entrepreneurs are different from mainstream Entrepreneurs?
2. Explain in brief the impact of Culture, Society, demographics, life style and behavioural aspect on social entrepreneurship?
3. As a Social Entrepreneur how will you identify problem/gap for development of a Social Business Model? Explain in detail.
4. Why do we measure a value of Social enterprise? How do we measure value and SROI (Social Return on Investment) of social enterprise?
5. Explain in brief different types of fund available for social entrepreneurship and different fund raising strategies.
6. Which are the different social marketing techniques? As a social entrepreneur which Social marketing technique you will prefer and why?

PART – D

Answer any three questions.

Answer should not exceed 6 pages each (3 x 10 = 30)

1. Give concept of Social entrepreneurship. Explain its need and functions.
2. Explain major challenges and opportunities of Social entrepreneurship in India.
3. Discuss the Difference between Social and Commercial entrepreneurs and briefly clarify the Areas of Social entrepreneurship.
4. Discuss the Global trends in Social entrepreneurship.
5. Explain in brief following term
 - a) Intrapreneurship
 - b) Social Enterprise
 - c) Social Return on Investment
 - d) Social Value
 - e) Non-profit Organization

Reg. No.....

Name:

Maximum Marks: 80

**SECOND SEMESTER M.A SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION MARCH 2022**

(2022 Admission onwards)

SED2C08: FINANCIAL ACCOUNTING FOR SOCIAL ENTERPRISES

Time: 3Hr

Total: 80 Marks

Part A

Answer all question. Each question carry one mark

1. Which statement uses the expanded accounting equation?
 - A. Income Statement
 - B. Balance Sheet
 - C. Profit and Loss Account
 - D. None of the above
2. Which of the following is the base for preparing Trial Balance
 - A. Journal
 - B. Creditors
 - C. Ledger
 - D. Cash Book
3. Which of the following the correct accounting equation
 - A. $\text{Asset} = \text{Owner's equity} + \text{Capital}$
 - B. $\text{Liability} = \text{Owner's equity} + \text{Asset}$
 - C. $\text{Owner's equity} = \text{Asset} - \text{Liability}$
 - D. $\text{Capital} = \text{Asset} + \text{Liability}$
4. Capital is shown on the liability side of balance sheet as per this concept
 - A. Business entity concept
 - B. Going concern concept

- C. Materiality Concept
 - D. Historical cost concept
5. All probable losses are recorded when they are discovered, while gains can only be registered when they are fully realized.
- A. Materiality Concept
 - B. Revenue Recognition Concept
 - C. Conservatism Concept
 - D. Full Disclosure Concept
6. Errors of commission arises when:
- A. Any transaction is recorded in fundamentally incorrect manner
 - B. Any transaction is incorrectly recorded, either wholly or partially
 - C. Any transaction is omitted to record
 - D. Any transaction is left to be recorded
7. Asset is held for the purpose of:
- A. Earning revenue
 - B. Resale
 - C. Conversion in to cash
 - D. Increasing properties
8. Which of the following book should be used to record purchase of furniture on credit?
- A. Cash Book
 - B. Journal Proper
 - C. Purchase book
 - D. Bank account
9. Which of the following is increased by debit entry?
- A. Machinery Account
 - B. Purchases Return Account
 - C. Discount Received Account
 - D. Capital Account
10. Profit made on the sale of fixed asset is called;
- A. Revenue Profit
 - B. Realisation Profit
 - C. Capital Profit
 - D. Revenue Realisation Profit

Part B

Answer any five questions. Each question carry three marks

1. Why does business concern prepare Profit and Loss account?
2. What is deferred revenue expenditure?
3. What do you mean by suspense account?
4. What do you mean by posting?
5. What are compound journal entries?
6. State the main objective of accounting?
7. From the following information find the value of Purchases.

Sales 200000, Gross Profit 20%, Opening Stock 20000, Direct expenses 10000, Closing Stock 10000.

Part C

Answer any five questions. Each question carry five marks

1. From the following transaction, Rectify the errors:
 - a. Credit sales to Mohan ₹ 7,000 were recorded as ₹ 7,200.
 - b. Credit purchases from Rohan ₹ 9,000 were recorded as ₹ 9,900.
 - c. Goods returned to Rakesh ₹ 4,000 were recorded as ₹ 4,040.
 - d. Goods returned from Mahesh ₹ 1,000 were recorded as ₹ 1,600.
 - e. Sales book undercast by ₹ 300.
2. Pass journal entries from the following transaction
 - a. Rahul Started business with Rs.500000
 - b. Purchased Goods worth Rs.20000
 - c. Purchased goods on from Ajith Rs.10000
 - d. Purchased Furniture Rs. 25000
 - e, Sold goods Rs70000
3. Give journal entries for the following adjustments.
 - a. Goods distributed as free sample
 - b. Managers Commission.
 - c. Depreciation
 - d. Interest on capital
 - e. Outstanding Expenses
4. Prepare Trail Balance from the following balance

Purchases 50000, Bank Loan 200000, Salaries 5000, Furniture 12000, Debtors 10000, Capital 40000, Creditors 15000, Sales 25000, Bad debts 3000, Cash 20000.

5. What are the differences between Trail Balance and Balance Sheet?
6. What are the benefits of Accounting Standard?
7. What is Marshalling of Balance Sheet.

Part D

Answer any three questions. Each question carry ten mark

1. What are the basic Accounting Concepts? Explain their Implications?
2. What do you mean by Trail Balance? Discuss the main objectives, limitations and methods of preparing Trial Balance
3. Explain the various methods of rectification of errors by giving suitable examples.
4. From the following Balances, Prepare Trading and Profit and Loss Account and Balance Sheet as on 31st December 2020

Debit Balances	Amount	Credit Balances	Amount
Drawings	6000	Capitals	1,34,590
Sundry debtors	70,000	Loan at 6%p.a	20,000
Coal, gas and water	10,000	Sales	3,56,500
Returns inward	2,000	Interest on investment	2,660
Purchases	2,50,000	Sundry creditors	40,000
Stock on 1-1-2020	90,000		
General expenses	51,250		
Interest on loan paid	500		
Repairs	4,000		
Furniture	70,000		
	553,750		553,750

Adjustments:

- i. Closing stock was Rs. 1,20,000 on 31st December, 2020.
- ii. Create 5% provision for bad and doubtful debts on sundry debtors
- iii. Depreciation @10%
- iv. Interest on loan due for 7 months

5. Given below are the balances of Akshay as on 31st March, 2017.

	Debit Balance	Credit Balance
Sundry debtors and creditors	22000	22500
Sales		59700
Commission	3000	
Cash in hand	7000	
Cash at bank	30000	
Wages	2700	
Purchases	20000	
Opening stock	30000	
Machinery	70000	
Bills receivable	14500	
Office expenses	4000	
General expenses	9000	
Goodwill	10000	
Capital		140000
	222200	222200

Adjustments:

- i. Closing stock valued Rs. 15,000
- ii. Interest on capital at 5% is to be provided.
- iii. Further bad debts amounting to Rs. 1,000
- iv. Create provision for bad and doubtful debts on sundry debtors @ 5%
- v. Depreciation on Machinery @ 10%
- vi. Outstanding Wages 1000

Prepare final accounts for the year ended 31st March 2017.

Reg. No.....

Name:

Maximum Marks: 80

**SECOND SEMESTER MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION MARCH 2022**

(2022 Admission onwards)

SED2C09: RESOURCE MOBILISATION AND BUSINESS PLANNING

Time: 3 Hours

Total: 80 Marks

Part – A

(Answer all Questions)

Choose the correct answer (10 x 1 = 10)

- 1) The basic resources of the organization are _____
 - a) Land, labour, capital
 - b) Land, information, Energy
 - c) Land, capital, expertise
 - d) Labour, energy, expertise
- 2) _____ in a business plan shows the estimated profit and expenses of the venture.
 - a) Financial Plan
 - b) Revenue model
 - c) Accounts payable
 - d) None of the above
- 3) Which of the following is not a component of the business plan?
 - a) Company description
 - b) Competitive analysis
 - c) Marketing Plan
 - d) None of the above
- 4) Which of the business statements provides an explanation of the organisation's reasons for existence?
 - a) Executive summary
 - b) Objective statement
 - c) Mission statement

- d) Company description
- 5) The role of a business plan is to identify potential customers within the target market.
The process of dividing the up the target market is called
- a) Market segmentation
 - b) Industry analysis
 - c) Marketing plan
 - d) Market analysis
- 6) Which of the following is the reason for business failure?
- a) Lack of market research
 - b) Poor financial control
 - c) Poor management
 - d) All the above
- 7) A new venture's business plan is important because
- a) It helps to others to persuade others to commit funding to the venture
 - b) Can help demonstrate the viability of the venture
 - c) Provides a guide for business activities by defining objectives
 - d) All the above
- 8) The purpose of all good small business strategy is
- a) To increase turnover
 - b) To increase profitability
 - c) To achieve competitive advantage
 - d) To achieve stated objective
- 9) Which industrial sector promotes small scale businesses and entrepreneurship and has a lower barrier to market entry?
- a) Service
 - b) Manufacturing
 - c) Distribution
 - d) Agriculture
- 10) Why are small businesses important to a country's economy?
- a) They give an outlet for entrepreneurs
 - b) They can provide specialist support to larger companies
 - c) They can be innovators of new products
 - d) All the above

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages

- 1) Explain market trend.
- 2) Explain the reason for writing a business plan.
- 3) What are different financial resources?
- 4) Resource mobilization is critical to organization. Why?
- 5) Explain competitive positioning?
- 6) What is seed fund?
- 7) What is target market?

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each (5 x 5 = 25)

- 1) Explain importance of feasibility analysis in startups.
- 2) Explain the significance of community resource mobilisation.
- 3) Explain Resource Mobilization cycle?
- 4) Explain different business plans.
- 5) Explain marketing mix.
- 6) Explain different product development stages.
- 7) Define sales and marketing. Differentiate it.

PART – D

Answer any three questions.

Answer should not exceed 6 pages each (3 x 10 = 30)

- 1) Resource Mobilisation is not just about Fund raising. Comment and explain. Explain on the mechanism of resource mobilization.
- 2) What are the key elements of a business plan? Explain each citing an example.
- 3) Explain market analysis and how to conduct a market analysis?
- 4) What is local resource mobilization? Explain role of different individuals and organization in local resource mobilization.
- 5) What is a new venture plan and how you will prepare a business plan for a new venture?

Reg. No.:.....

Name:.....

Maximum Marks: 80

**SECOND SEMESTER M.A. SOCIAL ENTREPRENEURSHIP AND
DEVELOPMENT DEGREE EXAMINATION MARCH 2022**

(2022 Admission onwards)

SED2C10: RESEARCH METHODOLOGY

Time: 3 Hours

Total: 80 Marks

Part A (Answer all questions, each question carries 1 mark)

1. Research is:

- a. Searching again and again
- b. Finding solutions to any problem
- c. Working in a scientific way to
- d. None -of the above

2. A research process starts with:

- a. Hypothesis
- b. Experiment to test hypothesis
- c. Observation
- d. None of the above

3. Information acquired by experience or experimentation is called as:

- a. Empirical
- b. Scientific
- c. Facts
- d. Scientific Evidence

4. Abstract elements representing classes of phenomena within the field of study are called :

- a. Concepts
- b.Theories
- c.Variables
- d.Hypothesis

5. Pair wide ranking is:

- a. Quantitative research method

- b. Participatory Research method
 - c. A Sampling technique
 - d. A Research design
6. Mean, Median and Mode are:
- a. Measures of deviation
 - b. Ways of sampling
 - c. Measure of central tendency
 - d. None of the above
7. Which of the variables cannot be expressed in quantitative terms?
- a. Socio economic status
 - b. Marital status
 - c. Numerical aptitude
 - d. Professional attitude
8. The purpose of drawing sample from a population is known as:
- a. Sampling
 - b. Census
 - c. Survey research
 - d. None of the above
9. The reasoning that uses general principle to predict specific results is called as:
- a. Inductive
 - b. Deductive
 - c. Both a and b
 - d. Hypothetic o-deductive
10. Plagiarism is related to:
- a. Sampling technique
 - b. Research ethics
 - c. Data collection tool
 - d. Content analysis

(1x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1. Give the meaning of Social Research
2. Explain sampling methods
3. What are the essential steps involved in qualitative research?

4. Importance of literature survey in Social Research
5. Explain types of hypotheses
6. Define content analysis method
7. Write a short note on observation
8. Discuss the role of variables in social research

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1. Explain the different types of research
2. Discuss the steps in social survey
3. What issues should be considered during the construction of a questionnaire?
4. Write a short note on measurement of association.
5. Give the meaning and importance of case study method
6. Significance of Theoretical application in social research ?
7. What is Research design and explain the types of research design
8. How important are analysis and interpretation of data in social research

(5x5=25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1. Explain the concepts and principles of participatory rural appraisal
2. What are the steps in formulation of research problems
3. What is Policy Analysis? How do you apply the social research methods in policy studies
4. Explain research report
5. Explain the different standards related to publication ethics

(3x10=30 marks)

Reg. No.:.....

Name:.....

Maximum: 80 Marks

SECOND SEMESTER MA. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

DEGREE EXAMINATION JULY 2022

(2022 Admission onwards)

SED2C11: COMPUTER PROFICIENCY SOCIAL ENTERPRISES

Time: 3 Hours

Total: 80 Marks

Part A (Answer all questions, each question carries 1 marks)

1. The DBMS acts as an interface between _____ and _____ of an enterprise-class system.
 - a) Data and the DBMS
 - b) Application and SQL
 - c) Database application and the database
 - d) The user and the software
2. Blind Search is used for which of the mentioned situations?
 - a) Advanced Game Theory
 - b) Real-life Simulation
 - c) Small Search Space
 - d) None of the above
3. _____ is the common language for AI.
 - a) Lisp
 - b) Python
 - c) PHP
 - d) Java
4. On which approach the face recognition system is based?
 - a) Weak AI Approach
 - b) Cognitive AI Approach
 - c) Strong AI Approach
 - d) Applied AI Approach
5. Which of the following process is not involved in the data mining process?
 - a) Data exploration
 - b) Data transformation
 - c) Data archaeology
 - d) Knowledge extraction
6. Where is data warehousing used?
 - a) Logical system
 - b) Transaction system
 - c) Decision support system
 - d) None of the above
7. What is at the heart of any ERP system?
 - a) Information
 - b) Employees
 - c) Customers

- d) Database
8.level supply information to strategic tier for the use of top management.
- a) Operational
 - b) Environmental
 - c) Competitive
 - d) Tactical
9. Excel is a program that is used to prepare a
- a) Slide presentation
 - b) Spreadsheet
 - c) Text document
 - d) Database
10. Material Requirement Planning (MRP) utilizes software applications for scheduling _____
- a) sales management.
 - b) production processes.
 - c) marketing techniques.
 - d) human resource management

(10x1=10 Marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1. Explain what is a spreadsheet?
2. What is the purpose of SQL?
3. How does BI differ from big data?
4. What is WAN?
5. What are the 3 major knowledge management systems?
6. What do you mean by cell address in excel?
7. What is DFD?
8. What is e-governance in very short answer?

(5x3=15 Marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1. Define instance and schema.
2. How does big data differ from data mining?
3. What are the types of AI?
4. What is machine learning?
5. List three developments that have contributed to facilitating growth of decision support and analytics in businesses today.
6. What is the main purpose of an operating system?
7. What is information system control and audit?

8. What is supply chain management?

(5x5 = 25 Marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1. What is a data model? List the types of data models used.
2. What is Data Validation in Excel and How to Use It?
3. What is the purpose of systems analysis? Why is it important?
4. Explain in detail the three key components to blockchain technology
5. How Artificial intelligence, Machine Learning, and Deep Learning differ from each other?

(3x10 = 30 Marks)

Reg. No.:.....

Name:.....

Maximum : 80 Marks

**THIRD SEMESTER MA. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION JULY 2022**

(2022 Admission onwards)

SED3C13: - MARKETING FOR SOCIAL ENTERPRISES

Time: 3 Hrs

Max. Mark: 80

Part – A

(Answer all Questions)

Choose the correct answer

(10 x 1 = 10)

1. The market which is organized and regulated by statutory measures _____.
(a) Spot Market (b) Future Market
(c) Perfect Market (d) Regulated Market
2. A brand name which is used for several products belonging to the same company is called:
(a) Trademark (b) Individual brand
(c) Umbrella brand (d) Multiple brand
3. Perception is a part of :
(a) Personal factor (b) Psychological factor
(c) Cultural factor (d) Social factor
4. Who has given the four basic elements of Marketing Mix?
(a) N.H Borden (b) McCathy
(c) Philip Kotler (d) Peter F.Drucker
5. Ability of a manufacturer to make his product distinctive from others in the market is called _____
6. When a manufacturer sells the same product at two different prices, it is _____
7. _____ is the ability to persuade people to buy goods or services
8. Give the expansion of FMCG _____
9. What are the key elements in marketing for social enterprises?
10. What are the four pillars of a social enterprise?

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages (5 x 3 = 15)

1. Define Marketing
2. Explain Commercial Marketing
3. Explain Social Marketing
4. Explain Local Branding
5. Define Bottom line concept
6. What is brand loyalty?
7. What do you mean by supply chain?
8. What is product mix?

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each (5 x 5 = 25)

1. Define pricing? Explain types of pricing.
2. What is marketing? Explain 5Ps in Marketing
3. Briefly explain Digital Marketing?
4. Distinguish between Monetary and Non-Monetary incentives.
5. Explain Branding with any latest branding strategies.
6. Explain Social Franchising
7. Explain Social Technology? How it can apply to the marketing system.
8. Write a note on Marketing Plan?

PART – D

Answer any three questions.

Answer should not exceed 6 pages each (3 x 10 = 30)

1. Explain the different types of Marketing Strategies?
2. What are the Pricing methods in the marketing system?
3. Explain the Major tools of sales promotions?
4. Explain the role of sales promotion in marketing
5. Explain Marketing Communication and its Integration part.

Reg. No.:.....

Name:.....

Maximum: 80 Marks

**THIRD SEMESTER MA. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION JULY 2022**

(2022 Admission onwards)

SED3C14: DATA ANALYSIS AND STATISTICAL PACKAGES FOR RESEARCH

Time: 3 Hrs

Max. Mark: 80

Part A (Answer all questions, each question carries 1 marks)

1. Which among the below is an analytical method of problem-solving and decision-making that is useful in the management of organizations
(a) Correlation (b) Causal Research
(c) Operations Research (d) Chi-square
2. Which of the following is a non-parametric test
(a) F test (b) Z test (c) ANOVA (d) Chi-square
3. Summarization of the raw data and displaying the same on compact statistical tables for the analysis is known as
(a) Coding (b) Transcription (c) Editing (d) Tabulation
4. A transportation problem is
(a) An LPP (b) A dual problem only
(c) A primal problem only (d) Not an LPP
5. Which among the following test is used for testing the goodness of fit?
(a) Sign test (b) K-S test (c) Wilcoxon test (d) Chi-square test
6. A balanced transportation problem has
(a) No solution (b) No optimal solution
(c) No solution (d) An optimal solution always
7. The statistical package provided by IBM
(a) MATLAB (b) R (c) Jamovi (d) SPSS
8. An initial feasible solution to a Transportation Problem is obtained by
(a) Method of penalties (b) Two-phase simplex method
(b) North-west corner rule (d) Big M method
9. If only one independent variable is used to explain the dependent variable, it is
(a) Linear regression (b) Multiple Regression

(c) Non-linear Regression (d) Chi-square

10. Who discovered rank correlation coefficient?

(a) Bowley (b) Spearman (c) Pearson (d) Fisher

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1. Note down the stages of development of operations research
2. List the assumptions of non-parametric statistics
3. What is Hungarian method?
4. Write a short note on Cronbach's Alpha
5. What is an assignment problem? List out two applications
6. Discuss the assumptions underlying multiple regression analysis
7. Explain in the brief the possible sources of error in measurement in research
8. Discuss Chi-square test

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1. Differentiate transportation problem and assignment problem.
2. Explain Type I-error and Type-II error
3. Discuss MODI method
4. Distinguish between parametric and non-parametric statistics
5. Linear programming has no real-life applications. Do you agree with this statement?
Discuss
6. A table of statistical analysis is given in a table below. How will you interpret the analysis output?

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	<i>r</i>	<i>Sig.</i>
Pro-environmental Behaviour	222	172.40	38.52	.333*	$p < 0.0001$
Environmental Attitude	222	205.79	17.97		

Note: * denotes the relation is significant at .01 level of confidence

7. What do you mean by Correlation? Discuss different types of correlation

8. Give a short note on Factor analysis

(5x5=25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1. Prepare a research proposal by selecting a topic of your own
2. Give an insight to different statistical packages that can be an aid in research data analysis.
3. Describe different techniques of Operations Research
4. What is meant by Transportation problem? Discuss in detail.
5. Define *multivariate analysis*? Briefly discuss the most emerging and tested multivariate techniques

(3x10=30 marks)

Reg. No.:.....

Name:.....

Maximum: 80 Marks

**THIRD SEMESTER MA. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION JULY 2022
(2022 Admission onwards)**

SED3C15: - BUSINESS ETHICS AND SOCIAL RESPONSIBILITY

Time: 3 Hrs

Max. Mark: 80

Part – A

(Answer all Questions)

Choose the correct answer (10 x 1 = 10)

1. What is meant by the phrase CSR?
 - (a) Corporate Social Responsibility
 - (b) Company Social Responsibility
 - (c) Corporate Society Responsibility
 - (d) Company Society Responsibility
2. What does Milton Friedman believe to be the sole responsibility of business?
 - (a) The only social responsibility of business is to its shareholders
 - (b) Managers should act in ways that balance the interest of society and shareholders
 - (c) The primary responsibility organizations have is to its employees
 - (d) The primary responsibility organizations have is to its stakeholders
3. What is the enlightened self-interest model of CSR?
 - (a) That it is in an organization's own best interest to put itself first rather than its ethics
 - (b) That it is in an organization's best interest to consider what a shareholder would want
 - (c) That it is in an organization's own best interest to act in an ethical way
 - (d) That it is in an organization's own best interest to follow the legislation and abide by the law
4. What does the importance of ethical behaviour, integrity and trust call into question?
 - (a) The extent to which managers should attempt to change the underlying beliefs and values of individual followers

- (b) Who does what
 - (c) What we do next
 - (d) None of these
5. Which of the following would most effectively act as the primary objective of a business organisation?
- (a) To make a profit
 - (b) To procure resources
 - (c) To communicate with shareholders
 - (d) To mediate between the organisation and the environment
6. Which of the following does the term Corporate Social Responsibility relate to?
- (a) Ethical conduct
 - (b) Environmental practice
 - (c) Community investment
 - (d) All of the above
7. What is Ethics to do with?
- (a) The wider community
 - (b) Business
 - (c) Right and wrong
 - (d) Nothing
8. Which legislation relates to the concept of business ethics?
- (a) Freedom of Information Act
 - (b) Food Act
 - (c) Building regulations
 - (d) All of these
9. A stakeholder orientation includes all of the following activities except:
- (a) Generating Data About Stakeholder Groups
 - (b) Assessing The Firm's Effects On Stakeholder Groups
 - (c) Distributing Stakeholder Information Throughout The Firm
 - (d) Minimizing The Influence Of Stakeholder Information On The Firm
10. A (n) _____ is a problem, situation, or opportunity requiring an individual, group, or organization to choose among several actions that must be evaluated as right or wrong.
- (a) Crisis
 - (b) Ethical Issue

(c) Indictment

(d) Fraud

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages

(5 x 3 = 15)

1. Define Business Ethics
2. Define Social Responsibility
3. Explain Universalism
4. Explain Ethical Decision Making
5. Define MDGs
6. What is Entrepreneurship
7. What is Sustainability
8. What is Ethical Decision Making Process

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each

(5 x 5 = 25)

1. Explain Theory of Rawlsian Ethics
2. What is Zero Population growth
3. Briefly explain about Kantian Ethics and Virtue Ethics
4. Describe cosmopolitanism
5. Explain the Importance of Business Ethics in an organisation
6. Explain Social Responsibility Frame work
7. Distinguish between Ethics and Business
8. Write a note on theory of democratic transition

PART – D

Answer any three questions.

Answer should not exceed 6 pages each

(3 x 10 = 30)

1. How ethical and moral Principles can help a business firm to protect its employees against harassment?

2. Explain the role of management in Business Organization? How can this role be improved by introducing Ethical and Value-based Management?
3. Define Business Ethics? Briefly discuss the nature and scope of Business Ethics? What is its importance for a Business organisation?
4. Describe Polluters pay principle
5. Explain Ethical decision making in business
6. Explain Benefits of social responsibility.

Reg. No.:.....

Name:.....

Maximum : 80 Marks

THIRD SEMESTER MA. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

DEGREE EXAMINATION JULY 2022

(2022 Admission onwards)

SED3E01: RISK MANAGEMENT IN SOCIAL ENTERPRISES

Time: 3 Hrs

Max. Mark: 80

Part – A

(Answer all Questions)

Choose the correct answer

(10 x 1 = 10)

1. Risk management can be defined as the art and science of _____ risk factors throughout the life cycle of a project.
 - (a) researching, reviewing, and acting on
 - (b) identifying, analyzing, and responding to
 - (c) reviewing, monitoring, and managing
 - (d) identifying, reviewing, and avoiding
 - (e) analyzing, changing, and suppressing
2. Risk Management includes all of the following processes except:
 - (a) Risk Monitoring and Control
 - (b) Risk Identification
 - (c) Risk Avoidance
 - (d) Risk Response Planning
 - (e) Risk Management Planning
3. A risk response that involves eliminating a threat is called:
 - (a) Mitigation
 - (b) Deflection
 - (c) Avoidance
 - (d) Transfer
 - (e) b and d
4. When should a risk be avoided?
 - (a) When the risk event has a low probability of occurrence and low impact
 - (b) When the risk event is unacceptable -- generally one with a very high probability of occurrence and high impact
 - (c) When it can be transferred by purchasing insurance
 - (d) A risk event can never be avoided
5. The minimum amount of money that one could expect to lose with a given probability over a specific period of time is the definition of:
 - (a) value at risk (VAR)
 - (b) delta
 - (c) the hedge ratio

- (d) none of the above
6. Suppose that in a currency swap, counterparty A makes a payment to counterparty B who, unbeknownst to A, defaults on the payment that is due at the same time to A. This is called:
- (a) settlement risk
 - (b) liquidity risk
 - (c) accounting risk
 - (d) none of the above
7. Which of the following is the most difficult step in establishing an enterprise-wide risk management (ERM) system for a large firm?
- (a) Creating a centralized data warehousing system
 - (b) Establishing a monitoring and evaluation system
 - (c) Developing an analytics system
 - (d) All of the above
8. All of the following are sources of non-financial risk EXCEPT:
- (a) credit risk
 - (b) legal risk
 - (c) settlement risk
 - (d) none of the above
9. Which of the following is a source of market risk?
- (a) Taxes
 - (b) Operations
 - (c) Equity prices
 - (d) none of the above
10. Value at risk (VAR) is a benchmark associated with a given probability. The actual loss:
- (a) is expected to be the average of the expected return of the portfolio and VAR
 - (b) cannot exceed this amount
 - (c) may be much greater
 - (d) none of the above

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages

(5 x 3 = 15)

1. Define risk management.
2. Difference between risk and uncertainty.
3. What is risk control?
4. What is value at risk (VaR)?
5. What is tail value at risk (TVaR)?
6. Define counterparty risk.

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each

(5 x 5 = 25)

1. Write a note on understanding the cost of risk in social enterprise.
2. Distinguish between risk management by individuals and corporations.
3. Write a note on probability of ruin and expected shortfall.
4. Briefly explain strategies of risk management?
5. Explain the internal and external risk reporting process.
6. What are risk financing methods? Explain.

PART – D

Answer any three questions.

Answer should not exceed 6 pages each

(3 x 10 = 30)

1. What are the types of risk and methods of handling the risk?
2. What are the tools and techniques for identifying and managing credit and counterparty risk?
3. Explain the properties and limitations of common risk measures.
4. Explain the advanced issues in risk management?

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Reg. No.:.....

Name:.....

Maximum : 80 Marks

**THIRD SEMESTER MA. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION JULY 2022**

(2022 Admission onwards)

SED3E02: PROJECT MANAGEMENT CONCEPTS AND TECHNIQUES

Time: 3 Hrs

Max. Mark: 80

Part – A

(Answer all Questions)

Choose the correct answer

(10 x 1 = 10)

1. In which of the following stages are project objectives established, teams formed, and major responsibilities assigned?
 - (a) Conceptualizing
 - (b) Defining
 - (c) Planning
 - (d) Executing

2. What is a project?
 - (a) A permanent endeavour that consumes resources, has objectives based on specifications and consumes resources
 - (b) A temporary endeavour which uses a series of tasks that have defined start and end dates, consume resources, have funding limits, and create a lasting outcome
 - (c) A temporary endeavour that uses a series of tasks that have specific objectives with certain specifications, defined start and end dates, have funding limits, consume resources, and create a lasting outcome
 - (d) A permanent endeavour which uses a series of tasks that have specific objectives with certain specifications, defined start and end dates, have funding limits, consume resources, and create a lasting outcome

3. The successful project managers spend most of their time:
 - (a) Planning with their personnel
 - (b) Planning with the top management
 - (c) Communication with the project team
 - (d) Studying project results

4. What are the key components in the "Triple constraint Triangle"?
 - (a) Scope, Schedule, Cost, Project Manager
 - (b) Scope, Time, Cost, Project
 - (c) Time, Money, Scope, Project
 - (d) Project Manager, Time, Scope, Money

5. What are the 5 major processes of project management?
 - (a) Closing, Executing, Planning, Monitoring and Controlling, Initiating
 - (b) Starting, Closing, Managing, Planning, Executing
 - (c) Initiating, Finishing, Monitoring and Controlling, Executing, Planning
 - (d) Starting, Finishing, Executing, Managing, Closing
6. Why is it important to understand your Stakeholders?
 - (a) They may work in a different department or company
 - (b) They may have different technical backgrounds
 - (c) They may not care about the project
 - (d) They can be a positive or negative influence on the project
7. How does a project differ from an on-going work effort?
 - (a) It is unique
 - (b) It involves more than one person
 - (c) It has a project manager
 - (d) It is not a repetitive process that follows an organization's existing procedures
8. Portfolios are a collection of any of the following:
 - (a) Projects, Programs, Sub-portfolios, Operations
 - (b) Portfolios, Products, Projects, Sub-projects
 - (c) Sub-portfolios, Projects, Sub-programs
 - (d) Projects, Portfolios, Operations, Products
9. Mathematical models using linear, dynamic, integer, or algorithm models are considered?
 - (a) Project selection criteria
 - (b) A form of expert judgment
 - (c) Project selection methods
 - (d) A form of historical information
10. What are decision models?
 - (a) Project selection criteria
 - (b) Project selection methods
 - (c) Project selection committees
 - (d) Project resource and budget selection methods

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages (5 x 3 = 15)

1. Define Project Identification.
2. Define Project Appraisal.
3. Write a short note on Financial Analysis of Project.
4. Write a short note on Performa of a Project Report.
5. What is a Network diagram?
6. Define SLACK activity.

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each

(5 x 5 = 25)

1. Explain project profitability. How it can be achieved in a project?
2. What are the techniques used for monitoring and control of projects?
3. Explain the importance and application of PERT in project management.
4. Explain the Types of Projects?
5. What attributes a Project Manager needs to have to make a project successful.
6. What problems are associated with applying PERT to small programs? Elaborate.

PART – D

Answer any three questions.

Answer should not exceed 6 pages each

(3 x 10 = 30)

1. What is a Project? Explain the various characteristics of a project.
2. Explain the scope of project management?
3. What is meant by Feasibility Report and state why it is a must before starting a new project?
4. What is an activity in a Project? How is the concept of activity important in the implementation of a Project?
5. Explain the importance of Project Design and Network Analysis in Project Management?

Reg. No.:.....

Name:.....

Maximum: 80 Marks

**THIRD SEMESTER MA. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION JULY 2022**

(2022 Admission onwards)

**SED3E03: DIMENSIONS OF GLOBAL CHANGE & PREPARING FOR THE
FUTURE**

Time: 3 Hours

Total: 80 Marks

Part – A

(Answer all Questions)

Choose the correct answer

(10 x 1 = 10)

1. Globalization leads to
 - a) Rapid, discontinuous change
 - b) Diversity of participants
 - c) Growing inequalities
 - d) All of the above
2. Economic development refers to
 - a) Economic growth
 - b) Economic growth and changes in output distribution
 - c) Improvement in the wellbeing of the urban population
 - d) Sustainable increase in Gross National Product.
3. The term _____ is defined as major changes to industrial processes due to the introduction of new technologies.
 - a) Industrial Purposes
 - b) Industrial revolution
 - c) Both a and b
 - d) None of the above
4. Who controls crypto currencies?
 - a) Government
 - b) Minner
 - c) Code
 - d) Peer-to-peer
5. What is block chain?
 - a) Cryptocurrency value data
 - b) A secret database by which owners of the cryptocurrency manage it
 - c) A sequential chain of block containing information
 - d) Form of gold coins
6. _____ is defined as ascertaining the net requirements for personnel by determining the demand for the supply of human resources now and in the future.
 - a) HR Planning
 - b) HR Forecasting
 - c) Manpower Forecasting

- d) Manpower Planning
7. Which of the following measures can help to reduce unemployment in a country within a very short period of time?
 - a) Increasing the investment in both public and private sector
 - b) Reducing the growth rate of a country's population
 - c) Reducing the inequalities in terms of distribution of wealth and income
 - d) None of the above
 8. Which of the following is not a characteristic of Industrial revolution?
 - a) The discovery of new and durable energy sources
 - b) The new organization of production system
 - c) Rapid urbanization
 - d) Emergence of closed economy
 9. What is sustaining innovation?
 - a) Creating product to limit climate change
 - b) Changing our economy in order to help poor countries and protect nature
 - c) Creating better products for the best customers in order to have better profits.
 - d) Having a new idea and making it become popular.
 10. _____ are defined as psychosocial abilities for adaptive and positive behavior.
 - a) Recreational skills
 - b) Soft skills
 - c) Life skills
 - d) Vocational skills

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages

(5x3 = 25)

1. Describe on the economic changes due to globalization.
2. What will be the major geo political changes in India?
3. Short note on Artificial Intelligence.
4. Explain blockchain and its features.
5. Human relations will be affected by robotics in groups over a prolonged period if robotics is present in a group. How this will affect trust within the organization? Explain.
6. Describe angel investors, crowd funding.
7. How equality and social justice can be promoted in a changing world?

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each

(5 x 5 = 25)

1. Explain on different growing inequalities as effect of globalization.
2. Describe the impact of Globalization on culture and lifestyle.
3. What are the roles of government in start-up ecosystem?
4. How the community can channelize the potential of change to the direction of development.
5. Describe the role of enterprises in the development in changing world.
6. What are types of natural resources and how we can conserve for future?

7. What are the possibilities and challenges that to be anticipated to keep us relevant in future?

PART – D

Answer any three questions.

Answer should not exceed 6 pages each (3 x 10 = 30)

1. Explain on the personal skills and competencies required for the future?
2. What is skill gap analysis and how to do a skill gap analysis?
3. What is 5 year plan and what skills are required to achieve the objectives of 5 year plan?
4. Explain the four pillars of fourth Industrial Revolution.
5. Explain theories of modernity and social inequality in changing scenario.

Reg. No.:.....

Name:.....

Maximum : 80 Marks

FOURTH SEMESTER MA. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

DEGREE EXAMINATION JULY 2022

(2022 Admission onwards)

SED4C17: - HUMAN RESOURCE DEVELOPMENT FOR SOCIAL ENTERPRISES

Time: 3 Hrs

Max. Mark: 80

Part – A

(Answer all Questions)

Choose the correct answer

(10 x 1 = 10)

1. Human resource management emphasis _____
(a) Development of people (b) Adoption of people
(c) Punishment of people (d) None of these
2. Human resource management is amalgam of _____
(a) Job analysis, recruitment and selection
(b) Social behaviour and business ethics
(c) Organisational behaviour, personal management and industrial relation
(d) Employer and employees
3. Planning, organizing and controlling of procurement, development, compensation, integration of human resources to the end that objectives of individual, organisation and society are achieved given by
(a) Storey (b) Vetter
(c) Flippo (d) F.W. Taylor
4. Operative functions of HRM includes
(a) Procurement, development, compensation & motivation
(b) Maintenance
(c) Integration and emerging trends
(d) All of these
5. Basic managerial functions of HRM are _____
(a). Planning, organising, staffing
(b). Planning, organising and co-ordinating
(c). Planning, organising, directing and controlling
(d). None of these
6. Which of the following statement is/are correct?
(a). HRM is a strategic management functions
(b). Under HRM employee is treated as resource
(c). HRM is the management of skills, talent and abilities
(d). HRM lacks the organisation to achieve its goals
7. Following are the characteristics of HRM except

- (a). Pervasive function
 - (b). Interdisciplinary function
 - (c). Integrating mechanism
 - (d). Job oriented
8. Challenges faced by Human resource management includes
- (a). Technological changes, workforce diversity, globalisation
 - (b). Productivity, career planning
 - (c). Compensation management
 - (d). Downsizing and voluntary retirement scheme
9. The process of familiarizing the new employees to the organisation rules and regulations is known as _____
- (a). Placement
 - (b). Induction
 - (c). Recruitment
 - (d). Selection
10. Human resource management means
- (a) A method which an organisation collects, maintains and reports information on people and jobs
 - (b) The process of integrating the employees' needs and aspirations with organizational needs
 - (c) The process of bringing people and organisation together so that the goals of each are achieved
 - (d) The efforts to make life worth living for workers

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages

(5 x 3 = 15)

1. Define Induction
2. Explain Recruitment
3. Explain Job evaluation
4. Explain Performance Appraisal
5. Define Human Resource Management
6. What is Reward?
7. What do you mean by Succession planning?
8. What is coaching?

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each

(5 x 5 = 25)

1. What is stress management?
2. What is Job description?
3. Briefly explain Executive Compensation
4. Distinguish between Job evaluation and Performance Appraisal
5. Explain Job Analysis
6. Explain Trade unions participation among the industrial workers

7. Discuss the Organisational initiatives to encourage participative management
8. Write a note on Human Resource Management

PART – D

**Answer any three questions.
Answer should not exceed 6 pages each**

(3 x 10 = 30)

1. Explaining the factors affecting Human resource Planning
2. Define Training and explain its types
3. Explain the Wages and Salary administration process
4. Explain the recent trends in organisation for woman safety
5. Describe the recent trends in training practices in India

Reg. No.....

Name.....

Maximum: 80 Marks

**FOURTH SEMESTER MA. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
DEGREE EXAMINATION JULY 2022**

(2022 Admission onwards)

SED4C18: ADVOCACY AND NETWORKING FOR SOCIAL CHANGE

Time: 3 Hours

Total: 80 Marks

**Part – A
(Answer all Questions)
Choose the correct answer**

(10 x 1 = 10)

1. Building a movement of stakeholders to influence policymakers is
 - a) Legislative advocacy
 - b) Grassroots advocacy
 - c) Administrative advocacy
 - d) Judicial advocacy
2. Strategic planning is also called as _____
 - a) Tactical Planning
 - b) Short term planning
 - c) Long term planning
 - d) Business policy
3. Strategic planning as broad concept consists of _____
 - a) Micro and macro environmental analysis
 - b) Inputs as well as outputs
 - c) Business and corporate strategy
 - d) Strategy formulation and strategy implementation
4. _____ is connecting with others and knowing your stakeholders are and what they do.
 - a) Networking
 - b) Coalition
 - c) Alliance
 - d) None of the above
5. _____ is a willingness to perform a relatively costless, token display of support for a social cause.
 - a) Slacktivism
 - b) Token support
 - c) Self-consistency
 - d) All of the above
6. _____ is a group of internet-based applications that are built on the ideological and technological foundations of Web 2.0
 - a) Web
 - b) Social Media
 - c) Both a and b
 - d) None of the above
7. What is the difference between direct and grassroots lobbying?
 - a) Direct lobbying appeals to the public

- b) Grassroot lobbying appeals to the public
 - c) Grassroot lobbying appeals directly to legislators
 - d) Grassroot lobbying appeals directly to direct lobbies
8. Which of these is an external strategy of environment?
- a) Lobbying
 - b) Recruitment
 - c) Rationing
 - d) All of the above
9. All of the following theories inform advocacy practice except:
- a) Social Exchange theory
 - b) Theories of social justice
 - c) Solution focused techniques
 - d) None of these
10. Social goals advocacy is characterized by all of the following except:
- a) Consciousness raising
 - b) The mobilization of small and large groups
 - c) Civil disobedience
 - d) Promotion of community cohesion and tolerance

PART – B

Answer any five questions
Answer should not exceed 1 ½ pages (5x3 = 25)

1. Explain the difference between advocacy and lobbying.
2. Who are the stakeholders in advocacy work and what are their sources of power?
3. What are the barriers to start a coalition?
4. Slacktivism is a mobilization resource in social network. Comment on this.
5. Explain five models of Advocacy?
6. What are the standards for advocacy services?
7. Explain people centred advocacy.

PART – C

Answer any five questions.
Answer should not exceed 2 ½ pages each (5 x 5 = 25)

1. Describe tools of advocacy?
2. Explain different types of coalitions.
3. Describe the tools and strategies for networking.
4. What is the importance of developing coalitions?
5. What are the challenges in networking and how it can be solved?
6. Explain the role of social media in mobilization.
7. Describe lobbying strategies and techniques.

PART – D

Answer any three questions.
Answer should not exceed 6 pages each (3 x 10 = 30)

1. What is advocacy? Describe the importance and types of advocacy. Write the steps of an advocacy plan?

2. What are the skills required for advocacy and describe advocacy cycle.
3. Explain networking and its significance. What are the strategies for networking a small scale business?
4. Explain the principles of Network and discuss the elements for forming and maintaining networks.
5. What is social change? Explain the factors that trigger social change. How it affects business, environment, and government and empowers citizen.

Reg. No.....

Name.....

Maximum:80 Marks

FOURTH SEMESTER MA. SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT

DEGREE EXAMINATION JULY 2022

(2022 Admission onwards)

SED4E04: - SOCIAL INNOVATION AND SUSTAINABILITY

Time: 3 Hrs

Max. Mark: 80

Part – A

(Answer all Questions)

Choose the correct answer

(10 x 1 = 10)

1. When was the term 'Sustainable Development' came into existence?
(a) 1987 (b) 1980
(c) 1978 (d) 1992

2. Social, economic, and ecological equity is the necessary condition for achieving:
(a) Social Development
(b) Economic Development
(c) Sustainable Development
(d) Ecological Development

3. The human activity among the following, which causes maximum environmental pollution having regional and global impacts, is:
(a) Industrialization
(b) Agriculture
(c) Urbanization
(d) Mining

4. The first step towards sustainable development was taken at?
(a) Stockholm Conference
(b) Bangkok Conference
(c) San Francisco Conference
(d) Adam smith

5. What does mean "Agenda-21"?
(a) Agenda 21 is a non-binding, voluntarily implemented action plan of the United Nations with regard to Sustainable Development.
(b) It's an agreement between 20 developing countries of the world on climate change
(c) It's a free trade agreement between 7 developed countries of the world.
(d) None of these

6. UNCED stands for:
(a) United Nations Conference on Environment and Development

- (b) United Nations Conference on Economic Development
 - (c) United Nations Confederation on Environment and Development
 - (d) United Nations Confederation on Economy and Development
7. Extraction of mineral and metal from the earth is:
 - (a) Sustainable Development
 - (b) Mining
 - (c) Transportation
 - (d) Agriculture
 8. United Nations (UN) decade of education for sustainable development is from
 - (a) 2002-11
 - (b) 2003-12
 - (c) 2004-13
 - (d) 2005-14
 9. Numbers of Sustainable Development Goals (SDGs) by United Nations are
 - (a) 15
 - (b) 16
 - (c) 17
 - (d) 18
 10. The Sustainable Development Goals (SDGs) recognize that all countries must stimulate action in the following key areas.
 - (a) People, planet, prosperity, peace and partnership
 - (b) People, planet, prosperity, plants and planning
 - (c) People, planet, prosperity, plants and partnership
 - (d) People, planet, prosperity, peace and planning

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages *(5 x 3 = 15)*

1. Define Innovation
2. Define Entrepreneurship
3. Explain Pillars of Sustainable Development Goals
4. Explain Social Innovation
5. Define Sustainability
6. What is CSR?
7. What is Kyoto Protocol
8. What is MDGs

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each *(5 x 5 = 25)*

1. Explain Social Entrepreneurs
2. Explain concept of Sustainable Development

3. Briefly explain Importance of Sustainability
4. Describe Sustainability and its approaches
5. Explain the Importance of Sustainability
6. Explain Social Innovation process
7. Distinguish between Ethics and Innovation
8. Write a note on Sustainable Social Enterprises

PART – D

Answer any three questions.
Answer should not exceed 6 pages each *(3 x 10 = 30)*

1. Explain the Needs and Importance of Sustainability
2. Define Innovation and explain the importance
3. Explain the Dimensions of Sustainable Development
4. What is the role of social innovation in sustainability
5. What are the social and economic impact of entrepreneurship?

Reg. No.....

Name.....

Maximum: 80 Marks

FOURTH SEMESTER MA SOCIAL ENTREPRENEURSHIP AND DEVELOPMENT
(2022 Admission Onwards)

SEDE05: HUMAN INFRASTRUCTURE, COMMUNICATION AND LEADERSHIP

Time: 3 Hours

Total: 80 Marks

Part – A
(Answer all Questions)
Choose the correct answer

(10 x 1 = 10)

1. Attitude are
 - a) Are excellent predictors of behaviour
 - b) Can be changed through information but are very difficult to change through experience
 - c) Are evaluative statements concerning people, objects, events, or ideas
 - d) Depend heavily on organizational design
2. _____ refers to an employee's expression of organizationally desired emotions during interpersonal transactions at work.
 - a) Emotional labour
 - b) Emotional Intelligence
 - c) Mission
 - d) Motivation
3. _____, one of the dimensions of emotional intelligence, is awareness of one's feelings.
 - a) Self-management
 - b) Self-awareness
 - c) Social skill
 - d) Empathy
4. The _____ initiates a message by encoding a thought
 - a) Channel
 - b) Sender
 - c) Receiver
 - d) Medium
5. Electronic communication includes all of the following except:
 - a) Internet logs
 - b) Telephone calls
 - c) Video Conferencing
 - d) E-mail
6. _____ refers to the amount of information that can be transmitted during a communication episode.
 - a) Feedback
 - b) Filtering
 - c) Perception
 - d) Channel richness
7. _____ theory states that people are born with certain characteristics that predispose them to being leaders.

- a) Trait
 - b) Path-goal
 - c) LPC
 - d) Contingency
8. The leader-participation model was developed by _____
- a) Robert House
 - b) Fred Fiedler
 - c) George Graen
 - d) Vroom and Yetton
9. In an organization that has high centralization:
- a) The corporate headquarters is located centrally to branch offices
 - b) All top level officials are located within the same geographic area
 - c) Top managers make all the decisions and lower level managers merely carry out directions
 - d) Action can be taken more quickly to solve problems.
10. People with which of the following decision making style work well with others and enjoy social interactions?
- e) Behavioural
 - f) Directive
 - g) Analytical
 - h) Conceptual

PART – B

Answer any five questions

Answer should not exceed 1 ½ pages

(5x3 = 25)

1. Explain GRIT
2. What is a growth mindset?
3. What is skill gap and skill mismatch.
4. Explain three types of presentation and key activities included in a presentation to make it effective presentation.
5. Explain Aesthetic type of personality and Social type.
6. Explain different stages of Team development.
7. What is unconscious bias and how it affects work place?

PART – C

Answer any five questions.

Answer should not exceed 2 ½ pages each

(5 x 5 = 25)

1. For businesses to capitalize new opportunities, they require a new mindset to meet their talent needs. Comment on the area of focus to optimize social outcomes.
2. Explain various approaches to leverage female talent to meet future workforce.
3. Explain different basic skills and cross functional skills required in work.
4. What is flexibility and its relation to emotional intelligence?
5. Explain any four group decision making techniques.
6. Describe changes in the role of the leader in the changing work world.
7. What are the basic steps involved in problem solving.

PART – D

Answer any three questions.

Answer should not exceed 6 pages each

(3 x 10 = 30)

1. Explain briefly how the technological, demographic and socio-economic factors will affect the mindset and skill demand in future.
2. Explain various strategies to develop GRIT and explain the role of emotional intelligence and grit in work satisfaction.
3. What are the types of business letters and explain techniques of writing effective letters with examples.
4. Explain trait and various trait theories of personality?
5. What is scenario planning and its importance in decision making? What are different types of scenario planning?

