



## Choice Based Credit System (CBCS)

## 2015 – 2017 Batch

## **1) Introduction:**

The Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur, Tamil Nadu, is an Institute of National Importance by an Act of Parliament No. 35/2012 under the Ministry of Youth Affairs and Sports, Government of India. It functions as a vital resource centre by offering academic programmes viz., Under Graduate, Post Graduate, Ph.D., and Diploma programmes encompassing various dimensions of youth development, engaging in seminal research in the vital areas of youth development and conducting Training programmes catering to the need of youth across the country. RGNIYD has close cooperation with the state agencies, NSS, NYKS and empanelled organizations in the implementation of training programmes. Being an apex body for youth development the RGNIYD strives to develop into a globally recognised and acclaimed centre of academic excellence in the field of youth development, fully responsive to the national agenda for inclusive growth and the needs and aspirations of young people of the country to realise their potentials to create a just society.

M.A in Social Innovations and Entrepreneurship is a two-year masters' programme designed for the students who possess entrepreneurial spirit and aspire for social change. It is a distinctive and innovative programme structured to prepare the students professionally for meaningful social engagement by reflecting on the issues of unemployment and by setting new patterns and possibilities for employment generation through social innovations entrepreneurship. The course comprises of theoretical and experiential learnings through class room teaching, innovative assignments, case analysis, internship, skill labs, concurrent field work and interaction with successful social entrepreneurs. Students will also be given training for honing their entrepreneurial traits, skills and competencies that are pre-requisite for successful social entrepreneurs to create social values and meet social needs.

## **Incubation Centre for Youth Entrepreneurship Development**

A Letter of Cooperation (LOC) between the Rajiv Gandhi National Institute of Youth Development (RGNIYD) and Bharatiya Yuva Shakti Trust (BYST) was executed on 6th May 2015 and was inaugurated on 9<sup>th</sup> June, 2015 at Rajiv Gandhi National Institute of Youth Development (RGNIYD) to develop an 'Incubation Centre for Youth Entrepreneurship' in Kancheepuram District to identify and build young entrepreneurs by way of providing counselling, training, financial linkage with Banks, mentoring and any other guidance required by the youth to be entrepreneurs. The partnership will facilitate the momentum for a Youth - led Development agenda and foster a nation-wide mentoring movement through business volunteering, specifically for the youth to "turn job seekers into job creators" and to become a

role model for “Youth Entrepreneurship Development through Mentoring” in the country. Especially for the students of RGNIYD the incubation centre will provide awareness generation counselling, training, financial linkage with banks, mentoring and other guidance for promoting entrepreneurship among students of RGNIYD and young people in an around Kancheepuram district who are interested to be entrepreneurs and may render assistance in the form of internships and placements.

## **2) Course Objectives:**

- To learn how social entrepreneurs have developed creative solutions to address social problems and transforming society to deliver social impact
- To deepen the theoretical and experiential understanding of concepts, strategies and tools of social entrepreneurship and social enterprises
- Be aware of how they might apply social entrepreneurship skills in their future pursuits to address social problems.
- To Launch social entrepreneurship projects which have high-potential of significant positive social impact
- Become a part of a dynamic network of national social entrepreneurs and engage with those who are pioneering innovations and establishing best practices

## **3) Criteria for Admission**

- Bachelor's degree with a minimum of 45 percent marks in any discipline from a recognized university.
- There will be no age restriction for admission to these academic programmes.
- Selection of candidates will be based on overall percentage of marks obtained in the qualifying degree examinations.
- Reservation of seats as per the Government of India norms. The number of seats will be limited to 25 for M.A. Social Innovation and Entrepreneurship

## **4) Teaching Pedagogy:**

RGNIYD is concerned with innovative and creative teaching/learning methods, so as to develop creative thinking and for providing a conducive learning environment. The students/learners would experience the ‘Joy of Learning’. There will be enough opportunity for interaction with various stakeholders of academic learning, emphasizing field exposure, adopting inter-sectoral, inter-disciplinary approaches to understand multi-faceted issues of youth in real life situations. Accordingly, RGNIYD adopts different strategies to focus on non-

traditional, participatory and interactive modes of delivery which makes teaching 'learner-centered'.

The following methods/techniques will be applied in teaching/learning process according to the nature of the subject: Audio-visual aids, Brainstorming, Buzz group sessions, Case studies, Debates, Film critique, Group discussions, Group work strategies, Individual assignments, Internship, Review of books, Role plays, Seminars, Special lectures, Workshops etc.

#### **5) Attendance Rules:**

- Students should attend all classes regularly and punctually.
- Students must be punctual to each lecture hour. Students coming late to the class by more than five minutes will not be given attendance for that period.
- Each student registered for M.A. in Social Innovation and Entrepreneurship programme must secure a minimum of 80% attendance during each semester. However, on a specific request by the student to the Director through the Head of the Department along with necessary supporting documents like medical certificate etc., a condonation of attendance up to minimum of 70% will be allowed. In no case, a student with less than 70% of attendance is permitted to appear in the End Semester Examinations.
- Special relaxation in attendance will be given to the outstanding sportspersons for attending training camps, tournaments and sports festivals. The individuals/teams concerned must make a specific request to the Director through the Head of the Department with necessary supporting documents. During the period including the journey, they will be indicated as 'duty leave' and will be considered as 'Present'.
- For making presentations in seminars / conferences / workshops within the Institute and outside and for attending the training programmes / exchange programmes and other programmes when nominated by the Institute, the student concerned must make a specific request to the Head of the Department with necessary documents. During the period including the journey, s/he will be indicated as on 'Duty leave' and will be considered as 'Present'.
- The candidate who has been granted duty leave in such circumstances will be allowed to appear in the examination during the next semester (as supplementary examination).
- Students are not permitted to absent themselves without prior permission.

- An application for leave must be submitted in the prescribed form well in advance or at least a day before the leave is required.
- When absence without prior permission is unavoidable the leave application must be submitted on the day of return to the Institute after the leave period.
- Even with prior permission, if a student absents oneself, even for a single hour, he/she would be considered as absent for the whole session.
- Absence without leave for even a part of the day will be counted as absence for one day.
- If a student absents himself/herself for three consecutive days without prior permission, action will be initiated.

## **6) Self-Study**

Students can opt to register for the course. No formal classes will be held. However, the students will be provided additional guidance by the faculty. The evaluation for the self-study course will be similar to the evaluation pattern for any other core course.

## **7) Skill Enhancement Courses**

One course per semester each will have to be compulsorily be taken up by the students. The course will not have any credits. However, the course is an audited one. The evaluation pattern will be evolved by the Department offering the courses.

## **8) Evaluation Pattern**

- The evaluation pattern for the Post-Graduate Programmes consists of two principal components:
  - Internal Assessment: 40 Marks
  - Semester Examination: 60 Marks
- A student will be allowed to appear in the Semester Examination, only after he/she has successfully completed all the components of internal assessment.
- For appearing in the Semester Examination, a student has to submit the Examination Form before the due date.
- If a student misses any Semester Examination of a course for any reason, he/she may appear for any one of them or all the papers in the Odd/Even Semester Examinations, as decided by the Institute. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters since the date of registration of the course is valid for four semesters. Beyond this period, he/she may continue for another four semesters by seeking Re-admission by paying the requisite fee again. In that case, the score of internal assessment marks and Semester Examination will be retained and the student will be required to complete the necessary requirements of such re-admitted courses.
- For successful completion of a course, student will have to score a passing minimum of 50% marks in aggregate, which includes both Internal Assessment and Semester

Examination. However, the student should score passing minimum of 45% marks on the Semester Examination for the successful completion of the course.

## 9) Course Evaluation / Grading Standards

The course evaluation standard of postgraduate degree is comprised of both internal assessment and semester examination. The internal assessment carries 40 marks while the semester examination carries 60 marks as per the following category.

| Internal / External Assessment | Category  | Quantum of work per course | Maximum marks | Total Marks |
|--------------------------------|---|----------------------------|---------------|-------------|
| <b>Internal (40 Marks)</b>     | a) Assignment of less than 1200 written words (or)<br>b) Audio / Video Assignments (or)<br>c) Case Study (or)<br>d) Interactive Transcripts (or)<br>e) Best Practice Analysis (or)<br>f) Book / Article Review (or)<br>g) Quiz Competition (or)<br>h) Documentary Preparation | 2 out of 3                 | 5             | 10          |
|                                | Seminar   | 1                          | 10            | 10          |
|                                | Analytical Ability Test for a word limit of 200 words in 30 minutes duration  | 1 out of 2                 | 10            | 10          |
|                                | Special component (PEP Talk/panel discussion/Extempore etc)   | 1                          | 10            | 10          |
| <b>External (60 Marks)</b>     | Semester Exam   | -                          | 60            | 60          |
|                                | <b>Total Marks</b>  |                            | <b>100</b>    | <b>100</b>  |

## 10) Assignment

For each course, three assignments will be given to the students by the concerned faculty and the best two out of them will be considered for internal evaluation. Each assignment carries a maximum of five marks, making a total of 10 marks. While giving assignments, the specific time line for its submission will be intimated by the concerned faculty.

Assignments will be evaluated keeping in view the following aspects:

- Clarity of thought and expression
- Neatness
- Logical Sequencing
- Originality of ideas
- Details of the content
- Punctuality in submission

### **11)Seminar**

- Seminar will be evaluated by the concerned faculty with the maximum of 10 marks
- Each student will be given 10 minutes for presentation and 5 minutes for discussion (Total 15 minutes)
- Seminar will be assessed by the concerned faculty, in view of the relevance of the topic, style of presentation, content of presentation, answering questions / clarifications / discussions and the time management.

### **12)Analytical Ability Test**

- For each course, two tests can be conducted during the Semester and the best out of two will be considered for internal evaluation.
- Analytical ability test will be conducted for a maximum of 10 (ten) marks and will be of 30 (thirty) minutes duration, with the word limit of 200 words.

### **13) SPECIAL COMPONENT**

- Under the special component innovative activities like PEP talk (5 minutes) or panel discussion (30 minutes) or group discussion (30 minutes) or extempore (5 minutes) will be conducted for a maximum of 10 (ten) marks.

### **14)INTERNSHIP PROGRAMME**

Internship is an essential component of experiential learning offered for month duration at the end of Second Semester Examination. Every student of the M.A. Social Innovation and Entrepreneurship will be placed with an approved organization involved in social entrepreneurial activities. The purpose of Internship is to broaden the student's perspectives of social entrepreneurship and offer pre-employment work experiences which enable him/her to venture in to social entrepreneurial activities after graduation. At the end of Internship, the agency supervisor sends a report of the performance of the student to the concerned faculty supervisor. The student also expected to submit a comprehensive report of the Internship which carries two credits as part of curriculum requirement. Internship accounts for a total of 50 marks and two credits.

#### **Objectives:**

1. To apply classroom learning to real-world issues through hands on experience.
2. To increase the ability to recognize and critically assess various forms of social enterprise strategies as tools of economic development and social transformation

3. To gain greater understanding of the challenges of growing and sustaining a social enterprise, as well as deeper insights into enterprise development and growth
4. To improve consulting skills, including project planning, issue analysis, formulation of strategic and tactical recommendations and client relationship management.
5. To enhance awareness of self in the role of a Social entrepreneur

### **Internship Supervision**

The objective of supervision is to guide a student to acquire experiential learning and skills and attitudes required for a social entrepreneur. The students will be monitored and assessed by the agency supervisor and the faculty supervisor as well.

### **15)Field Immersion Guidelines**

#### **Introduction**

Fieldwork means the guided practical experience provided to students for certain number of hours each week in a welfare agency or community setting recognized by the school authority for the purpose of practical training. Through classroom teaching the student learns the theoretical knowledge and develops his-her capacity for critical and analytical thinking; but his-her ability to relate the classroom knowledge to practical situation, and skills necessary to work with people are developed only through the field work experience.

Fieldwork training could be well considered 'learning through doing'. Field work is to be seen as an integrating factor, which acts as a balancing force between the theory and practice. It is of crucial significance in the training programme of any professional programme. It blends theory with practice, facilitates fusion of thinking with doing; combines philosophy with action and integrates understanding about people with methods of helping them. It's techniques are drawn heavily from scientific knowledge about people and social phenomena. It is functional in nature and technical in process. It involves an educational process that foster learning in students. It is an integrated approach that goes concurrently with the classroom instructions.

"Tell me and I will forget, show me and I may remember, involve me and I will understand". This American proverb very highly depicts the importance of field work. The effectiveness of a profession depends on the quality of preparation of its practitioners. The curriculum and the entire training methodology are central to education. The objectives of a professional curriculum are to prepare the type and quality of manpower capable of performing the tasks



and functions that ultimately achieve the goals of the profession has set for itself in the context of the particular society which it seeks to serve.

Field practice varies in quality and quantity. To recapitulate the words of Annett Garrett “theory without practice is empty and practice without theory is meaningless”. In terms of quality and quantity of field work, duration of time is one factor and the amount of work is another. It may be noted that field work is not merely visiting an agency or observing what goes on in the social agency. It is always a closely guided and supervised experience in the agency. It would be unwise to think that theory is only being taught in the classroom and its practice only being done in the field.

### **Definition of Fieldwork**

The term “fieldwork” may be described as gaining experience by utilizing knowledge and developing the skills to deal with the problems of human beings. A few definition of fieldwork training in professional education as defined by professional scholars are: (1) Fieldwork means any kind of practical experience in a social organization or agency, if this experience has been deliberately arranged, for the education of the student who are undertaking the course partly or wholly designed for those who intend to become professionals. (2) Fieldwork is a guided interactive process between a student and a social life situation. In this, a profession has an abiding and deep concern that need to be addressed, remedied, improved or changed for fuller (a richer) development of human environmental potentials. (3) Fieldwork is carried out in and through social welfare agencies and communities, where the student learns skills, test out knowledge according to an educational plan. The whole programme is, student- and field-specific. Fieldwork training is a supervised practice of student under the guidance of a trained educator or field personnel. It has been defined as educationally sponsored attachment of students to an institution, agency, or a section of community in which they are helped to extend their knowledge, understand and experience the impact of human needs. Such an experience is deliberately arranged on a whole or part time basis.

### **Types or Approaches**

Second Review Committee-UGC (1980) has suggested that the student should spent at least 15 hours on field work every week; in case the student takes up a research project he should give 12 hours to field work. It has also emphasized that concurrent field work has considerable value since the skills and attitudes develop only over a period of time. However, the students’ difficulty in having one foot in the class and the other in the field can be reduced considerably

if they attend classes for three days consecutively, and utilize the remainder of the week for field work. It has considerable merit where field work requires the student's continuous presence, or his stay away from the institution such as in a village or in a residential programme for children or adults.

As mentioned by UGC about three days consecutive class work and utilize the reminder of the week for field work which is just like three days field work and three days practicum in a six day week. Continuous presence in field work would also be effective. In those lines few more types for field work were mentioned here under:

Within several universities across the globe including India offering professional programmes through conventional, Open and Distance Learning Mode as well as online, there do exist various approaches or types of field practicum. Some of those include: (1) 2 to 3 days in a week. (2) Half a day class work and half a day practicum; and (3) continuous field placement for 1 to 2 months in a semester or in a year.

### **Practice Profession**

All the programmes of RGNIYD are the professional programmes and the Youth Empowerment is a practice profession; its core content includes the vital component of practical learning opportunities. Practical training in the field forms an integral part of the total training programme. The educational programme is incomplete without guided practical learning satisfactorily provided. "Learning by doing" is the principle from which has developed the body of knowledge, specialized skills and the philosophy of professional programme.

Field work training programme is directed towards not only helping students to acquire rich understanding and appropriate attitudes, but it also aims at encouraging students to "do" something. With the changing social and economic realities, the functional role is now seen in new dimension. The profession has to shift from micro level intervention to macro level social planning, capable of handling the risks posed by globalization and privatization of economy and giving equal opportunities to all, so that social problems are gradually reduced.

### **Objectives of Field Immersion**

UGC prescribed the following objectives of field work: (1) development of professional skills through learning to use knowledge for the study and analysis of problems and selection of appropriate means to solve them; (2) development of skills in problem solving at micro and macro levels; (3) integration of classroom learning with field practice; (4) development of skills required for professional practice at the particular level of training; (5) development of

professional attitudes values and commitment; and (6) development of self-awareness and professional ideal.

The students try to interpret and diagnose the situation, understand and people to adjust to the situations in the field. Thus, fieldwork aims at equipping the students to deal with complex problems and personalities. The direct interaction with people helps them to add to their knowledge of people, increase understanding of people's problems and bring emotional power of judgment and stability in action.

Fieldwork Objectives in connection with Community Based Level are given here under and the student will:

- Identify the socio-economic conditions of various categories of people
- Understand the structure and characteristics of urban/rural/tribal communities
- Involve in various activities such as social mapping, need assessment, participatory rural appraisal etc.
- Conduct small scale surveys

### **Field Learning**

Field learning is an integral component of any professional training anchored in the Rajiv Gandhi National Institute of Youth Development's mission, goals and educational program. Field learning is one of the key curriculum areas. Field learning takes place in agency settings, selected by the respective Schools, which reinforce students' identification with the purposes, values, and ethics of the professional programmes.

### **Field Learning Curriculum**

The purpose of the field learning curriculum is to facilitate the development of professionals in the area of youth development who can enter the practice arena in any setting of practice and be able to apply the profession's knowledge base, perform direct youth work practice skills and act according to youth work ethics and values. Thus, learning in the field setting is an integral component of the student's education and lies at the core of the student's professional development.

At the agency placement, the student will have the opportunity to integrate theory and practice, and as such, connect the theoretical and conceptual contributions of the classroom with the world of practice.

### Various Components of Field Work

The field work is an integral part of the M.A programmes of RGNIYD. The field work practicum is a structured educational experience that includes specific learning objectives and professional supervision provided in an evaluative, disciplined and reflective manner. The field work practicum will provide students with an opportunity to undertake various field work activities in a youth work settings context.

The practicum will allow students to interact with young people in a youth work settings, and they will be expected to develop and reflect on how youth workers engage young people. Students are expected to examine the daily practices of an agency and consider the agency's organisational composition and goals. Students will consider their own values and beliefs through purposeful, reasoned and goal-directed critical thinking. In consultation with field supervisors, students will be expected to apply various methods, principles and experiential learning techniques to develop self-directed learning and autonomous work practices. This practicum will encourage students to incorporate professional skills in youth development.

**Field Work Practicum components of this programme are given below semester wise;**

| FIELD WORK PRACTICUM |                 |  |
|----------------------|-----------------|--|
| Semester             |                 | Components   |
| I                    | Field Work -I   | 1. Observation visits (Development Organisations/ Community Based Organisations/ Institutions/ University) |
| II                   | Field Work -II  | 2. Group field work in various settings (15 days)<br>3. Summer Internship (30 days)                        |
| III                  | Field Work -III | 4. Group field work in various settings for 4 weeks  |
| IV                   | Field Work -IV  | 5. Individual field work in various settings for 4 weeks   |

### Guidelines to Students

1. The student has to follow the work timings and code of conduct of the Organization. During the period, the student is expected to wear the University ID card and to follow the prescribed dress code.
2. The student has to report to the designated Agency Supervisor in the Organization regularly, sign the Attendance Register maintained by the Organization and discuss with the Supervisor his/her activities in the Organization during the period.
3. The student should obtain prior permission of the Agency Supervisor in case s/he is not able to report to the Organization.

4. The student has to communicate with the Faculty Supervisor during the period and has to submit a report of his/her work to the concerned Faculty Supervisor on completion of the field work.
5. On completion of the field work, the student has to get the 'Field Work Assessment Report' (in the prescribed format) duly signed by the Agency Supervisor, in a sealed cover, and submit the same to the Head.

## **GUIDELINES TO SUPERVISORS**

### **CRITERIA FOR SELECTION OF FIELD INSTRUCTORS**

The following criteria are used in the selection of field instructors:

- A field instructor must have a Master's degree in Social sciences and at least three years post-master's experience.
- A field instructor must have interest in and time to fulfill teaching responsibilities of social work trainees.
- Field instructors must demonstrate practice competence or experience in the student's social work method concentration.
- Field instructors should show a willingness to teach in more than one practice modality.
- Field instructors must be familiar with agency policies, programs and procedures and the nature of client needs.
- Field instructors should show a willingness and ability to engage with the School and the student in openly examining issues that may arise in the field setting regarding discrimination and harassment against the student.

### **CRITERIA FOR SELECTION OF AGENCIES**

The following criteria are used in the selection of agencies:

- The agency's point of view about training is consonant with that of the School. The agency's orientation and objectives must be educational rather than "apprenticeship."
- There should be a correlation between the practice perspectives of the agency and School so as to provide an integrated class-field curriculum and a consistent learning experience for the student.
- The agency must provide a written description of the agency's program, examples of potential student assignments, the availability of interdisciplinary and collateral work, seminars, and other learning opportunities.

- The agency should provide a range of assignments on an ongoing basis that are appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems.
- The agency must provide the student with the necessary space and facilities, including privacy for interviewing, desk and file space, and clerical assistance.
- The agency will be expected to participate with the School in the development, monitoring, and review of a sound educational program.
- The agency agrees that no students accepted by the agency for field placements will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability or veteran status.

### **Filed Work in Social Innovation and Entrepreneurship**

Field work is a guided practical experience provided to students for certain number of hours each week in a welfare agency or community setting recognized by the school authority for the purpose of practical training. Field work develops his/her capacity for critical and analytical thinking and ability to relate the theoretical knowledge to practical situation and apply skills necessary to work with people through the field work experience.

#### **Objectives:**

1. To help students to understand the ground realities particularly and scope of social innovations and entrepreneurship
2. To provide student an opportunity to apply theoretical knowledge into practical situations
3. To identify, plan and develop social enterprise project
4. To use drama and theatre as a medium for awareness creation and community capacity building.

#### **Suggested Field Work Activities:**

- Visiting Social Enterprises / interacting with social entrepreneurs
- Identifying social entrepreneurial opportunities
- Assessing the Social Enterprise Ecosystem
- Study the functioning of social enterprises
- Developing business plan/social project
- Study the impact of policies and programmes pertaining to enterprising activities
- Conduct training, case studies and develop social enterprising models.

- Conduct social entrepreneurship training programs.
- Write a script and perform drama or theatre in a community on social issues
- Conducting activities for awareness generation on social entrepreneurship in a community

#### **16)End Semester Examination**

Semester Examination for each course will be conducted at the end of each semester. The duration for the end-semester examination will be 3 hours with a maximum of 60 marks. Part A will be paragraph type to be answered in about 300 words each. The students have to answer all the five questions (with internal choice format – either or). Each question carries 6 marks and the total marks for the part A is 30 marks

Section B is of essay type to be answered in about 1000 words each. Five questions will be provided of which three are to be answered. Each question carries 10 marks. The total marks for part B is 30 marks.

#### **17)Re-totalling and Improvement of Marks**

The students may apply for re-totalling of marks within **fifteen days** from the date of declaration of results. The request for re-totalling of marks is to be made in the prescribed application form and by paying the prescribed fee per course as stipulated from time to time by the Controller of Examinations.

#### **18)Improvement of Marks**

The students of P.G. Programmes, who wish to improve their marks, may do so by appearing in the subsequent semester examination. Students may apply in the prescribed application form along with prescribed examination fee per course. The improvement is permissible in the semester examination only and not applicable for internal assessments.

#### **19)Re-admission**

Students who have discontinued their studies and who have not taken their Transfer Certificate (TC) will be eligible for readmission in the respective year/semester provided the total period of break in studies does not exceed two academic years and subject to the recommendation of the admission committee and remittance of requisite fee.

### PROGRAMME FRAMEWORK

| Semester    | Course Code | COURSE TITLE   | Foundation Course /<br>Core Paper/<br>Discipline Centric Elective/<br>Open Elective | Credits |            |                           | Total Credits |
|-------------|-------------|--|---|---------|------------|---------------------------|---------------|
|             |             |  |   | Lecture | Group Work | Field Visit /<br>Research |               |
| Semester I  |             |  |   |         |            |                           |               |
| I Sem.      | PGCP1F01    | Understanding Youth  | FC  | 1       | 1          | 0                         | 2             |
|             | PGC1F02     | Indian Society, Economy and Polity   | FC  | 1       | 1          | 0                         | 2             |
|             | PGC1F03     | Gender and Society   | FC  | 1       | 1          | 0                         | 2             |
|             | MASE1C01    | Research Methodology   | Core  | 2       | 2          | 0                         | 4             |
|             | MASE1C02    | Innovation and Entrepreneurship  | Core  | 2       | 1          | 1                         | 4             |
|             | MASE1E01    | Principles of Economics  | DCE   | 2       | 1          | 0                         | 3             |
|             | MASE1E02    | Principles of Management   | DCE   | 2       | 1          | 0                         | 3             |
|             | NC          | Exposure Visits<br>(Observation visits to successful ten social enterprises) | Non Credit  | -       | -          | -                         | -             |
|             | MASE1NC1    | Skill Enrichment Programme   | Non Credit  | -       | -          | -                         | -             |
| Total       |             |  |   |         |            |                           | 20            |
| Semester II |             |  |   |         |            |                           |               |
| II Sem.     | MASE2C03    | Social Entrepreneurship Opportunities & Successful Models                    | Core  | 2       | 1          | 1                         | 4             |
|             | MASE2C04    | Marketing for Social Enterprises   | Core  | 2       | 2          | 0                         | 4             |
|             | MASE2C05    | Leadership and Social Change   | Core  | 2       | 2          | 0                         | 4             |
|             |             | Out of 4 Electives, 2 Electives are Mandatory                                |   |         |            |                           |               |
|             | MASE2E03    | Basic Accounting and Financial Management                                    | DCE   | 1       | 1          | 0                         | 2             |
|             | MASE2E04    | Business Ethics & Corporate Governance and Social Responsibility             | DCE   | 1       | 1          | 0                         | 2             |
|             | MASE2E05    | Risk Management in Social Enterprises  | DCE   | 1       | 1          | 0                         | 2             |
|             | MASE2E06    | Assessment of Social Enterprise (Self Study)                                 | DCE   | 1       | 1          | 0                         | 2             |
|             | MASE2E07    | Theatre for Community Capacity Building                                      | Open Elective   | 1       | 1          | 0                         | 2             |
|             | MASE2C06    | Concurrent Field Work: Group Exercises                                       | Core  | 0       | 0          | 3                         | 3             |



|   |          |  |                 |   |   |   |           |
|---|----------|--|-----------------|---|---|---|-----------|
|   | MASE2C07 | Internship – Project Management  | Field Immersion | 0 | 0 | 2 | 2         |
|   | MASE2NC2 | Skill Enrichment Programme   | Non Credit      | - | - | - | -         |
| <b>Total</b>                                      |          |  |                 |   |   |   | <b>27</b> |
| <b>Semester III</b>                               |          |  |                 |   |   |   |           |
| <b>III Sem.</b>                                   | MASE3C08 | Social Entrepreneurship Tools & Approaches                             | Core            | 2 | 2 | 0 | 4         |
|   | MASE3C09 | Project Management   | Core            | 2 | 2 | 0 | 4         |
|   |          | <b>Out of 4 Electives, 2 Electives are mandatory and maximum three</b> |                 |   |   |   |           |
|   | MASE3E08 | Financial Inclusion  | DCE             | 1 | 1 | 0 | 2         |
|   | MASE3E09 | Science and Technology for social issues                               | DCE             | 1 | 1 | 0 | 2         |
|   | MASE3E10 | Venture Conceptualization and Business Planning                        | DCE             | 1 | 1 | 0 | 2         |
|   | MASE3E11 | Understanding sectoral opportunities for social enterprises            | DCE             | 1 | 1 | 0 | 2         |
|   | MASE3C10 | Concurrent Field Work: Group Exercises                                 | Core            | 0 | 0 | 3 | 3         |
|   | MASE3NC3 | Skill Enrichment Programme   | Non Credit      | - | - | - | -         |
| <b>Total</b>                                      |          |  |                 |   |   |   | <b>19</b> |
| <b>Semester IV</b>                                |          |  |                 |   |   |   |           |
| <b>IV Sem</b>                                     | MASE4C11 | Social Innovations and Sustainability                                  | Core            | 2 | 2 | 0 | 4         |
|   |          | <b>Out of 3 Electives, one Elective is Mandatory and maximum two</b>   |                 |   |   |   |           |
|   | MASE4E12 | Design thinking and Frugal Innovation                                  | DCE             | 1 | 1 | 0 | 2         |
|   | MASE4E13 | Advocacy and Networking for Social Change                              | DCE             | 1 | 1 | 0 | 2         |
|   | MASE4E14 | Managing Public private partnership                                    | DCE             | 1 | 1 | 0 | 2         |
|   | MASE4E15 | Fund raising for social initiatives                                    | OE              | 1 | 1 | 0 | 2         |
|   | MASE4C12 | Concurrent Field Work: Group Exercises                                 | Core            | 0 | 0 | 3 | 3         |
|   | MASE4C13 | Dissertation with Viva   | Core            | 0 | 0 | 6 | 6         |
| <b>Total</b>                                      |          |  |                 |   |   |   | <b>21</b> |
| <b>Total Credits ( I + II +III +IV Semesters)</b> |          |  |                 |   |   |   | <b>87</b> |

| <b>Components of programme</b> | <b>No of courses</b> | <b>No. of courses<br/>(x) credits</b> | <b>Minimum<br/>Total<br/>Credits</b> | <b>Maximum<br/>Total<br/>Credits</b> |
|--------------------------------|----------------------|---------------------------------------|--------------------------------------|--------------------------------------|
| Foundation courses             | 03                   | 03 x 02 = 06                          | 06                                   | 06                                   |
| Core paper                     | 11                   | 08 x 04 = 32<br>03 x 03 = 09          | 41                                   | 41                                   |
| Discipline centric courses     | 13                   | 02 x 03 = 06                          | 06                                   | 06                                   |
|                                |                      | 11 x 02 = 22                          | 10                                   | 22                                   |
| Open Electives                 | 02                   | 02 x 02 = 04                          | 04                                   | 04                                   |
| Internship                     | 01                   | 01 x 02 = 02                          | 02                                   | 02                                   |
| Dissertation                   | 01                   | 01 x 06 = 06                          | 06                                   | 06                                   |
| Skill enrichment               | 04                   | Non credit                            | -                                    | -                                    |
| Total                          | 35                   | -                                     | 75                                   | 87                                   |

## **SEMESTER – I**

## **UNDERSTANDING YOUTH**

### **Objectives:**

On successful completion of the course, the student will be able to:

- Understand the concept and perspective of Youth.
- Familiarize the different approaches to youth
- Analyse the challenges and opportunities of young people in new millennium.

### **UNIT I: INTRODUCTION**

- Defining Youth - Social Construction of Youth – Changing conceptions of Youth
- Perspectives of youth: cultural, comparative and biographic - Youth Demographics
- Youth power : youth as social capital - youth as change agents - socio-political movements

### **UNIT II: APPROACHES TO UNDERSTANDING YOUTH**

- Youth in Society and Culture
- Youth as Action - Transition and Identity formation - Citizenship and Civic engagement
- Youth: Inequality and dependence – Social inclusion – Equity and Access

### **UNIT III: YOUTH IN NEW MILLENNIUM: CHALLENGES AND OPPORTUNITIES**

- Youth in the context of globalization Guidelines
- 
- Education and Skill Development, Employability and Employment
- Health-Physical, Mental and spiritual well-being

### **ESSENTIAL READING:**

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi
2. Jones Gill, (2009), Youth, Polity Press, UK
3. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
4. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.
5. Rajendran Vasanthi & Paul David (2006), Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai

6. Verma.M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi.
7. Wood Jason and Hine Jean (2009), Theory and Policy for Practice, Sage Publications New Delhi.

## **GENDER AND SOCIETY**

### **The primary objectives of this course are:**

- To enable the students to introspect on the gendered experiences across the spectrum of daily life and understand power relations through gender lens
- To provide conceptual understanding of gender disparities and gender inequality in society
- To capacitate the students to explore the possibilities to alter the genderscape.

### **Unit I: Introduction**

- Sex and Gender; Types of Gender
- Gender Roles, Private vs Public Dichotomy
- Patriarchy and Gender Relations

### **Unit II: Gender and Family**

- Gender Division of Labour and Gender Hierarchy
- Gender Role Socialization
- Gender Dynamics in Patriarchal and Matrilineal Families

### **Unit III: Gender and Education**

- Gender Disparity in Education
- Gender Bias and Gender Stereotyping in Curriculum
- Promoting Gender Equality through Education

### **Unit IV: Gender and Economy**

- Segmented Labour Market and Occupational Segregation
- Gender Issues in Informal Sector
- Gender Stereotyping and Gender Discrimination at the Work Place

### **Unit V: Gender and Polity**

- Political Participation of Women in India
- 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment
- Politics of Reservation Bill for Women

### **Active Learning Tool kit:**

- |   |
|---|
| <b>1. Exploring Gender:</b> How gender permeates everyday life as what it means to be a |
|---|

woman or a man?

**Activity:** Reflective Analysis of personal lives and preparing a concept note on Gendered Lives

2. **Questioning Gender:** Are Gender roles in Family hierarchical or complementary? How can we transform hierarchical gender relations into complementary roles.

**Group Discussion and Presentation:** Analysing roles, responsibilities and every day activities of men and women in family and suggesting strategy for transformation towards gender equality

3. **Discussion Question:** How does private patriarchy influence public patriarchy and the implications for gender inequality?

**Activity -Gender Analysis:** Statistical analysis of labour force participation of men and women and explaining theoretical assumptions of occupational segregation and feminization of occupations

#### ESSENTIAL READING:

1. 73<sup>rd</sup> and 74<sup>th</sup> Amendment. Planning Commission, GOI publication
2. Jackson, S & Scott, S (2002) Gender: A Sociological Reader. New York: Routledge (part 1 ch-1.2.3.4 , part 3 Ch. 18, 19 & Part 4)
3. Leela Kasturi "Report of the Sub-Committee, Women's Role in Planned Economy, National Planning Committee (1947) in Maitrayee Chaudhuri ed. Feminism in India (Zed, 2005) pp. 136-155.
4. Lipman, Jean - Blumen. (1984) Gender Roles and Power. USA: Prentice Hall Inc.
5. Menon, Nivedita "Elusive 'Woman': Feminism and Women's Reservation Bill", Economic and Political Weekly, 35: 43/44. October 21<sup>st</sup> - November 3<sup>rd</sup>. 2000. Pp. 3835- 3844.
6. Wharton, Amy. (2005) The Sociology of Gender: an Introduction to Theory and Research. Oxford: Wiley-Blackwell Publishers. (Ch 1& 2)

#### REFERENCE READING:

7. Autobiographies of Transgenders: Laxmi, PG Joshi (translator) and R Raj Rao (translator) Me Hijra, Me Laxmi. New Delhi: OUP/ A. Revathi, V. Geetha (2010). The Truth About Me: A Hijra Life Story. New Delhi: Penguin
8. Chaudhuri, Maitrayee (1996) "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), Social Reforms, Sexuality and the State. New Delhi: Sage. Pp. 211-235

9. Dube, Leela. (1992). Women in a Matrilineal Muslim Community. In: Mohini Anjum (Ed). Muslim Women in India. New Delhi: Radiant Publishers.
10. Dube, Leela. (2001). Anthropological Explorations in Gender- Intersecting fields. New Delhi: Sage Publications.
11. Joan, Z . et al (2008). Kaleidoscope of Gender. Sage: California. (Ch 7)
12. Lindsey, L (2011) Gender Roles: A Sociological Perspective. New Delhi: PHI learning (ch-3,8,10,11)
13. McDowell, L. & Pringle, R. (1992) Defining Women: Social Institutions and Gender Divisions. Cambridge: Blackwell Publishers Inc.
14. Mead, Margaret (2001) Male and Female. New York: Harper Collins.
15. Nongbri, Tiplut (2003) Development, Ethnicity and Gender: Select Essays on Tribes in India. Delhi and Jaipur: Rawat Publications.
16. Oakley, Ann. (1976) The Housewife. UK: Penguin Books Ltd.
17. Robyn, Gayle (2012). Questioning Gender. Los Angeles: Sage. (ch 9,14)



## **RESEARCH METHODOLOGY**

### **Objectives**

On successful completion of the course, the student will be able to:

- conceptualize and operationalize the of Research problem
- design quantitative and qualitative studies with appropriate methodology
- prepare scientific research reports

### **Unit I: Introduction**

- Social Science Research: Characteristics and Limitations – Methods and Methodology
- Philosophical Foundations of Research: Epistemological and Ontological
- Types of research: Inductive and Deductive, Pure and Applied, Quantitative and Qualitative, and Social Action Research
- Ethical Considerations in Social Science Research

### **Unit II: Types of Research Design**

- Descriptive Design - Explanatory Design - Exploratory Design - Experimental Design - Diagnostic Design

### **Unit III: Research Problem and Hypotheses**

- Framing Research Questions and Objectives
- Formulation and Conceptualisation of Research Problem
- Hypothesis: Types - Characteristics of good hypotheses - Testing hypotheses

### **Unit IV: Sampling Framework**

- Probability Sampling: Simple random, Systematic, Stratified, Multi-stage, Cluster and Area.
- Non Probability Sampling: Accidental, Purposive, Quota and Snowball.

### **Unit V: Research Data - Management and Reporting**

- Sources of data: Primary and secondary
- Quantitative methods of data collection: Interview, Questionnaire, Schedule method and Observation
- Qualitative Methods of data collection: Participant Observation, Focus Group Interviews, Oral History and Narratives, Content Analysis and Case Study – Thematic

Analysis - Other unobtrusive methods

- Data Processing, Analysis and Interpretation – Use of Statistics in research – Use of Statistical packages
- Writing research report: Addressing research question - Writing Strategies - Structure and style of reports - Referencing and Citation

**ESSENTIAL READING:**

1. Babbie Earl (2008), The Basics of Social Research, Printed at Thomson Higher Education, USA.
2. Biber Sharlene N.H and Leavy Patricia (2011), The Practice of Qualitative Research, Second Edition, Los Angeles: Sage Publications.
3. Blalkie, N. (2010) Designing Social Research. 2<sup>nd</sup> Edition, Cambridge: Polity Press. (Refer Introduction & Chapter 1 – 7)
4. 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.

**REFERENCE READING:**

7. Elliott, Alan C and Woodward Wayne, A. (2007). Statistical Analysis-Quick Reference Guidebook, New Delhi: Sage Publications.
8. Gomm Roger (2008) Social Research Methodology: A Critical Introduction, New York: Palgrave Macmillan.
9. Osborne W. Jason, (2008), Best Practices in Quantitative Methods, London: Sage Publications.

## **INDIA: SOCIETY, ECONOMY & POLITY**

The Social fabric of Indian Society is complex and is characterised by the caste, class and religion, besides the distinctive feature of joint family system. The first section on society introduces the students to the concepts and debates relating to social structure, social process and social issues that have bearing on the socio-economic development of the Indian society. The main objective of the section on economy is to provide the students with a critical understanding of the Indian economy, to understand the status, issues and policies of the Indian economy at the aggregate as well as sectoral levels and to understand the experiences in pre as well as post reform years, keeping colonial experience at the background. The section on Indian political system helps students to understand structure and functions of constitution, union government, state government, and local government institutions. It also discusses the centre – state relationships.

### **Unit I: Modern Indian Nation: A historical perspective**

- India on the eve of British Rule – Colonial Rule under the East India Company from 1757 to the Great Revolt of 1857 – Crown Rule 1857-1947 – Conditions of the Indian People and Society under Colonial Rule
- Nationalism in India – Rise and growth – Indian National Congress – 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

### **Unit II: Contemporary Indian Society**

- Main features: Large and diverse territory and population - Language, ethnicity, religion and geography as markers of diversity and plurality – Uniqueness of India as a unified Nation state with the highest degree of diversity
- The Indian Caste System -Hierarchies – Relations of Dominance and Dependence – Untouchability and other forms of caste discrimination/oppression - Caste as a marker of identity in a changing India - Role of affirmative action/positive discrimination
- Classes and Class Relations - Dynamics of Caste and Class Relations linked to socio-economic changes such as economic modernization and urbanization
- Globalization and contemporary Indian Society –Implications for Family and Social Values.

### **Unit III: Indian Political System**

- The Constitution of India: Evolution, Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy
- Union Government: Parliament – Powers and functions of key functionaries: President, Vice President, Prime Minister, Council of Ministers and Speaker – Supreme Court of India: independence of Judiciary
- Federalism and Centre-State Relations – Coalitions at Centre and in the States
- Centre-State Financial Relations - Finance Commission
- State Government: Legislative Assembly – Powers and functions of key functionaries: Governor, Chief Minister, Council of Ministers and Speaker – High Court
- Local Government : PRIs & Urban Local Government Institutions

### **Unit IV: Economic Development in India, 1950 to 1990**

- Indian Economy at Independence: Population, Education, Health, Agriculture, Industry, Physical and Industrial Infrastructure
- Economic Growth Patterns: Overall, Agriculture , Industry, Services
- Human Development Trends
- Trends in extent of Poverty over time in India and major States
- Employment and Unemployment – Trends in terms of quality and quantity
- An introduction to Environment, Development and Displacement Issues in India

### **Unit V: Indian economy since 1990**

- Economic reforms of liberalization, privatization and globalization - Growth, poverty, employment and unemployment and food security.

### **ESSENTIAL READING:**

1. Bipan Chandra, (2009) History of Modern India. New Delhi: Orient Blackswan
2. Ahuja, R. (1999) Society in India: Concepts, Theories and Recent Trends. Jaipur: Rawat.
3. Herald, R. M. & Haralambos, M. (2011) Sociology: Themes and Perspectives. Oxford: OUP.
4. Johari, JC. (2004) The Constitution of India - A Politico - Legal Study. New Delhi: Sterling Publishers Pvt Limited
5. Madan, T.N. (1991) Religion in India. Oxford: OUP.

6. Neeraj Jayal and Sudha Pai, (2001), Democratic Governance in India, Sage, New Delhi.
7. Bidyut Chakrabarty, Rajendra Kumar Pandey (2008) Indian Government and Politics, Sage Publications, New Delhi.
8. Sharma Brij Kishor (2011) Introduction to the Constitution of India, PHI Learning Private Ltd, New Delhi.
9. Basu, Durga Das, (2008), Commentary on the Constitution of India, Wadhwa and Company Law Publishers, New Delhi.
10. Kashyap, Subash. (2005), Our Constitution, National Book Trust, New Delhi.
11. Johari, J.C. (1995). The Constitution of India – A Politico-Legal Study, Sterling Publishers Pvt. Limited, New Delhi.
12. Thomas Isaac T.M and Richard W. Franke (2000) Local Democracy and Development: People's Campaign for Decentralised Planning in Kerala: Left World Books, New Delhi.
13. Dreze, J.A. and A.K.Sen (2014), An uncertain glory: India and its contradictions Penguin Books, New Delhi
14. Jalan, Bimal (2004) Indian Economy: Problems and Prospects: Penguin Books, New Delhi
15. Kurien C.T (1992) The Economy: An Interpretative Introduction Sage Publications
16. Kurien C.T. (1994), Global Capitalism and Indian Economy Orient Longman
17. Vaidyanathan A. (1995), The Indian Economy: Crisis, Response and Prospects Orient Longman
18. Dutt and K.P.M.Sundaram (2006) Indian Economy, New Delhi, Sultan and Chand Company.
19. Kapila, Raj and Kapila, Uma (2002), India's Economy in the 21<sup>st</sup> Century. New Delhi: Academic Foundation.
20. Dingra, I.C. (2009), Indian Economy, New Delhi: Sultan and Chand Sons.
21. Gupta K.R and Gupta, J.R (2008), Indian Economy, New Delhi, Atlantic Publishers

## **INNOVATION AND ENTREPRENEURSHIP**

### **Objectives:**

- To enable the students to learn the various aspects of innovation and methods of fostering Innovation
- To understand the concept and theories of entrepreneurship
- To recognize the qualities of entrepreneurs that contributed to their success.
- Generating several ideas for potential businesses based on important trends and each student's interests

### **Unit I: Introduction to Innovation**

- Creativity, Invention and innovation
- Types of Innovation
- Relevance of Technology for Innovation
- The Indian innovations and opportunities

### **Unit II: Promoting and managing innovation**

- Innovators and Imitators
- Patents, Trademarks, Intellectual Property
- Exploring, Executing, Leveraging and renewing innovation
- Enhancing Innovation Potential & Formulating strategies for Innovation

### **Unit III: Strategy for Commercializing Innovation**

- Innovation Process
- Risks and barriers for introducing products and services
- Selecting a Strategy, setting up the Investment and establishing organisation
- Evaluating the Costs and impact of the Project

### **Unit IV: Entrepreneurship**

- Entrepreneurship in global context – social and economic development
- Entrepreneurship and social entrepreneurship – Meaning, Entrepreneurial attributes / indicators
- Theories of entrepreneurship
- Characteristics of an entrepreneurial venture, factors affecting entrepreneurial

Growth

#### **Unit V: ENTREPRENEURSHIP DEVELOPMENT IN INDIA**

- Growth and promotion of Entrepreneurship in India - Institutional arrangements
- Entrepreneurial motivation - Values and Culture
- Entrepreneurship in various sectors - Access to finance, market, R&D and Technology
- Policies and programmes related to entrepreneurship development

#### **ESSENTIAL READING:**

1. Robin Lowe and Sue Marriott, Enterprise: Entrepreneurship and Innovation Concepts, Contexts and Commercialization
2. John Bessant and Joe Tidd, Innovation and Entrepreneurship

#### **REFERENCE READING:**

3. Rabindra N. Kanungo "Entrepreneurship and innovation", Sage Publications, New Delhi, 1998.
4. Peter F. Drucker, Innovation and Entrepreneurship
5. EDII "Faculty and External Experts – A Hand Book for New Entrepreneurs Publishers: Entrepreneurship Development" Institute of India, Ahmadabad, 1986.
6. Philips, Bonefiel and Sharma (2011), Social Entrepreneurship, Global vision publishing house, New Delhi.

## **PRINCIPLES OF ECONOMICS**

### **Objectives:**

- This course will facilitate the students to understand the fundamental concepts of economics, demand, supply and markets, cost of production and the Macro economics.

### **UNIT I: INTRODUCTION TO ECONOMICS**

- Meaning and Definitions of Economics: Nature and Scope of Economics - Ten Principles of Economics - Development & Growth
- Positive and Normative Economics - Micro and Macroeconomics
- Different types of economic system

### **UNIT II: DEMAND, SUPPLY AND MARKETS**

- Markets and Competition
- The Law of Demand and supply - Demand and supply Curve - relationship between Price and Quantity Demand - Market Demand and Individual Demand
- Shifts in Demand Curve - Relationship between price and quantity supply - budget line – price, income and substitution effect - normal goods, inferior goods and Giffen goods

### **UNIT III: COST OF PRODUCTION AND MARKETS**

- Factors of production - cost of production – total, average, marginal profit, revenue and cost
- Fixed cost and variable cost - Average cost and marginal cost - total cost curve - the relationship between short and long run
- Meaning of competition – Competitive markets – profit maximization – marginal cost curve and supply

### **UNIT IV: NATIONAL INCOME**

- Income and expenditure of an economy - component of GDP, GNP – economic growth, development indicators –
- Economic growth and public policy - saving and investment – education, health and nutrition – financial markets and intermediaries
- Money: meaning, functions, kinds of money – bank and money supply: money growth and inflation – the level of prices and the value of money – money supply, money demand and monetary equilibrium – purchasing power



**ESSENTIAL READING:**

1. Mankiw, NG (2011) Principles of Economics, Cengage learning
2. Case Karl E, Ray C. Fair and Sharon Oster (2014) Principles of Economics, Prentice Hall
3. Samuelson, PA and William D Nordhaus (2001) McGraw Hill

## **PRINCIPLES OF MANAGEMENT**

**Objectives:** The course will facilitate the student:

- To understand the concept and functions of management.
- To familiarise with the emerging trends in management
- To understand the relevance of management in social enterprises

### **UNIT 1: EMERGENCE OF MANAGEMENT CONCEPTS**

- Definitions of management - Evolution of Management thoughts - principles of Management - Nature and Functions of Management
- Recent developments in management thoughts - Emerging Trends in Management: Liberalisation, privatisation, Globalization, Continuous change
- Management of Social Enterprises - Issues and Challenges

### **UNIT 2: PLANNING / ORGANISING (STRUCTURES)**

- Nature, significance, forms and types of planning - steps in planning and Forecasting - Limitations
- Decision Making: meaning, types, uncertainty and risk
- Organizing: Meaning, process, principles and span - Departmentalization and organizational structure

### **UNIT 3: STAFFING AND DIRECTING**

- Staffing: meaning, Need and importance - Manpower Planning,
- Recruitment, selection, placement and orientation - Training and development
- Delegation of authority - motivation and Job satisfaction

### **UNIT 4: COORDINATION, CONTROLLING, MONITORING & EVALUATION**

- Coordination: Need for coordination, types and techniques,
- The basic control process - Types of control methods - Essentials of effective control system - Management by objectives and exception
- Programme evaluation and review techniques –PERT and CPM

### **ESSENTIAL READING:**

1. Chand, S. N. (2009). Management: concept, theory and practices. New Delhi, India: Atlantic Publishers and Distributors.
2. Drucker, P. F. (1999). Management: [tasks, responsibilities, practices] (Abridged and rev. ed). Oxford: Butterworth-Heinemann.
3. Koontz, H., & Weihrich, H. (1990). Essentials of management (5th ed). New York ; London: McGraw-Hill.
4. Tripathi and Reddy (2006), Principles of Management, 3<sup>rd</sup> Edition, Tata McGraw-Hill, New Delhi.

**REFERENCE READING:**

5. Robbins, S. P., & Coulter, M. K. (2012). Management. Boston: Prentice Hall.

## **STUDY SKILLS**

### **Course Objectives**

- The first module is designed to orient on study skills and to enhance reading and writing, note-taking and comprehension skills.
- The second module is prepared to improve memory skills in studies, improve concentration and listening, and effectively deal with examination anxiety
- The third module is developed to enable students understand importance of setting goals and managing time for self-development.
- The fourth module aims to help students to understand the learning, influencing factors and theories of learning, principles of adult learning and group learning strategies.
- The fifth module is designed to help students understand the importance of motivation, motivational drives, and to motivate self and others.

### **Module I: Study Skills**

- **Effective Learning Skills:** Reading, Writing, Note Taking, Reviewing, Comprehension, and Presentation
- Preparation for Examinations, Dealing with Exam Anxiety / Fear

#### **Activities**

- Self-Assessment Questionnaire on Study Skills
- Book Review

### **Learning Outcomes:**

- Awareness of level of study skills
- Improved reading speed and writing speed
- Improved skills in book review

### **Module II**

- **Memory:** Concentration, Attention and Listening Skills: Remembering and Ways of Forgetting, Types of Memory, Memory Systems.
- **Memory Techniques:** Mnemonics, Chunking, Association, Visualization, Mind Mapping, Pattern Notes and Pyramids,

#### **Activities**

- SQ3R Method for Enhancing Memory
- Note- Taking and Presentation
- Mnemonics, Mind Mapping

- Cooperative Learning – Group Discussion Questioning, Comparing, Drilling, Brain Storming and Sharing

#### **Learning Outcomes:**

- There will be improved concentration, attention, and listening skills
- Improved memory and practice memory techniques.
- Improved coping skills with regard to exam anxiety
- Improved skills in group and cooperative learning

### **Module III: Goal Setting and Time Management**

- **Goal Setting:** Principles of Goal Setting, Steps in Goal Setting, Setting Study Goals and Career Goals
- **SMART Goals** – Specific, Measurable, Achievable, Reviewable and Time bound
- **Time Management:** Meaning, **Stephen Covey's Four Quadrants of Time Management**, Managing Time for Studies, Time Wasters, Individual Time Management Styles, Techniques for better Time Management.

#### **Activities:**

- Exercise on Personal Goal Setting
- How wisely I manage Time for 24 Hours: Individual exercise
- Assessment of Time Wasters
- Group Discussion on Time management

#### **Learning Outcomes:**

- Set specific goals with regard to career and prioritize goals and move towards achieving them
- Use time wisely, identify time wasters, and manage time effectively and efficiently.

### **Module IV: Learning**

- **Learning** : Meaning and Definitions, Factors affecting Learning
- **Learning styles:** VAK Model, Kolb's Experiential Model
- **Types of Learning:** Cognitive, Conative and Affective - Experiential Learning
- **Peer Assisted Learning Strategies:** Peer Tutoring, Peer Education, Peer Modelling
- Reinforcement, Rewards and Punishments in Learning

#### **Activities**

- Peer tutoring model – Paragraph reading, understanding, shrinking, and presenting
- How Learning is enriched – Group Discussion

- Does experiential learning enhance the thinking skills? - Discussion

### **Learning Outcomes**

- Students will learn the importance of learning and its theories
- Improved efficiency in Experiential Learning, Peer Assisted Learning
- Improved cognitive development through learning
- Improved group learning and understanding

### **Module V: Motivation**

- Definitions and Types
- Theories of Motivation: , Hierarchy of Needs, Goal Setting theory and Self-Efficacy theory
- Motivating Self and Motivating Others
- Motivational Drives – Achievement, Affiliation and Power

### **Activities**

- Self-Assessment of Motivation
- Discussion on Case Studies
- Analysis of Videos

### **Learning Outcomes**

- Increased self-motivation, self-direction
- Identify self-motivational drives and
- Firmly utilize the motivational drives for achieving goals

### **ESSENTIAL READING:**

1. Brian H.Ross (2012). The psychology of learning and motivation-volume: 57, ELSEVIER.
2. David R. Shaffer and Katherine Kipp (2007), Developmental Psychology, Thomson Wadsworth
3. J. C. Aggarwal, (2008) Psychology of Learning and Development, Shipra Publications.
4. Gini Graham Scott Ph. D (2007) 30 days to a more powerful memory, Gini Graban Scoff, Attention.
5. Kincheloe, J.I.(2004).Critical thinking and learning, Rain tree/Greenwood press

6. Ifenthaler, Dirk(2011).Multiple Perspectives On Problem Solving And Learning In The Digital Age, Springer
7. Jim., Barrett (2005)Test yourself!: Test your aptitude, personality and motivation and plan your career, Kogan Page
8. Richard C. maddock, Richard L. Filton(1998). Motivation, emotions, and leadership, Quorum Books.
9. Adair, John (2004).Time management and personal development, Thorogood
10. Mancini, Marc. (2006). Time management, Tata McGraw Hill
11. Underwood, Lynn.(2007).Effective time management, Infinity books
12. Nirmal Singh (2005). Motivation-theories and practical application, Deep and Deep Publications Pvt., Ltd.,
13. Steve Chandler, Scott Richardson (2006).100 Ways to Motivate Others, Jaico Publishing house.
14. John Marshall Reeve (2011). Understanding Motivation and Emotion, John Wiley and sons.
15. Sergio Della Sala (2010), Forgetting, Psychology Press





## **SOCIAL ENTREPRENEURSHIP: OPPORTUNITIES AND SUCCESSFUL MODELS**

### **Objectives:**

This course will provide an opportunity to the students to understand

- social entrepreneurship and entrepreneurial opportunities
- culture, models and approaches of social entrepreneurship and
- Scope for social Entrepreneurship in India and enterprise creation

### **UNIT I: SOCIAL ENTREPRENEURSHIP**

- Social entrepreneur – factors impacting transformation into social entrepreneur
- The characteristics of social entrepreneurs
- The four distinctions of social entrepreneurship

### **UNIT II: FORMS OF SOCIAL ENTREPRISES**

- Profit and non-profit Proprietorships – partnership - company
- Non-Governmental organisation - Society – Trust and Company (sec. 25) registration
- Factors determining selection of forms of registration

### **UNIT III: SUSTAINABLE DEVELOPMENT**

- Concept of Sustainable Development and its importance
- Factors affecting sustainable development - Environmental costs and its economic value - The Political Challenge and development Issues in India
- The Millennium Ecosystem Assessment - International Influences

### **UNIT IV: OPPORTUNITIES FOR SOCIAL ENTREPRENEURS**

- Methods of sensing opportunities and fields of opportunities
- Assessing and prioritising opportunities
- Enterprise launching and its procedures – start-ups – incubation – accessing venture capital – CSR funds - PPP

### **UNIT V: SUCCESSFUL SOCIAL ENTREPRENEURSHIP INITIATIVES**

- Study of successful models like Grameen Bank – Aravind Eye Care System's – LEDeG – TERI – Pasumai Payanam, Siruthuli – SEWA – Amul – Evidence from OASiS, Case Study on SELCO, case study on Annapurna – Goonj

**ESSENTIAL READING:**

1. Bide Amar (2012), Entrepreneurship determinants: culture and capabilities, 12<sup>th</sup> Edition, Euro Stat, European Union, <http://ec.europa.eu/eurostat>
2. Dinanath Kaushik (2013) Studies in Indian Entrepreneurship, New Delhi, Cyber Tech Publications
3. Gopalkrishnan (2014) The Entrepreneur's Choice: Cases on Family Business in India, New Delh, Routledge taylor& Francis Group.
4. Kaliyamoorthy and Chandrasekhar (Eds:2007), Entrepreneurial Training: Theory and Practice, New Delhi, Kanishka Publishers.
5. Robert Hisrich, Michael Peters and Dean Shepherd (2009) Entrepreneurship, New Delhi, Tata McGraw-Hill Publishing Company Limited.

**REFERENCE READING:**

6. Heggade (1998)Developing Rural Women Entrepreneurship, New Delhi, Mohit Publications
7. International Journal of Managing Value and Supply Chains (IJMVSC) Vol.4, No. 3, September 2013 <http://airccse.org/journal/mvsc/papers/4313ijmvsc05.pdf>
8. Journal of Internaional Business and Economy, Fall 2001, Volume 2 Number 1. [http://fultin.de/pdf/jibe\\_offprint.pdf](http://fultin.de/pdf/jibe_offprint.pdf)
9. Philips, Bonefiel and Sharma (2011), Global vision publishing house, New Delhi.
10. Rajagopalan (Ed: 2006) Promoting Sustainable Livelihoods: Concepts and Approaches, The Icfai University Press.
11. Roy Rajeev (2011), Entrepreneurship (ed.2), New Delhi, Oxford University Press
12. Working paper, Entrepreneurial Culture, Regional Innovativeness and Economic Growth, Sjoerd Beugelsdijk, Tilburg University, Faculty of Economics, The Netherlands, <http://www-sre.wu.ac.at/ersa/ersaconfs/ersa04/PDF/210.pdf>

**MARKETING FOR SOCIAL ENTERPRISES**

**Objectives:** At the end of the course the student will be able to

- Understand the marketing concepts of social enterprises
- Familiarise with the market nuances for product launch and distribution

**UNIT I: SOCIAL ENTERPRISE AND SOCIAL MARKETING**

- Market – types – channels – commercial marketing

- Understanding Social Marketing – distinguishing Social from commercial Marketing
- Principles of Social Marketing - Emerging markets
- Entrepreneurship and skill development policy for social enterprise

## **UNIT II: STRATEGIC MARKETING AND PLANNING PROCESS**

- Analysing Social Marketing environment -developing culturally sensitive interventions
- Social Marketing strategies – Marketing Plan, Segmentation, targeting and positioning  
– market expansion, penetration, product development and diversification  
community based social marketing
- Designing markets for social innovation

## **UNIT III: DESIGNING OF PRODUCT / SERVICES FOR SOCIAL ENTERPRISES**

- Ethical consideration in designing products for service
- Understanding consumer behaviour and preferences
- Product strategy– Design thinking – Standalone – Branding

## **UNIT IV: MARKETING COMMUNICATIONS**

- Factors influencing communication decisions
- Medium of communications – use of social technology for marketing
- Integrated marketing communications

## **UNIT V: PRICE AND PROMOTION**

- Pricing and promotion strategies – Monetary and Non-Monetary incentives
- Managing distribution channel – Social Franchising
- Fair trade principles in pricing and promotion

## **ESSENTIAL READING:**

1. Andreasen (2006) Social marketing in the 21st century. SAGE Publications.
2. Lee and Kotler (2016), Social marketing Changing Behaviours for Good, Sage Publications, U.S.A, ISBN: 9781452292144
3. French, Merritt and Reynolds (2011), Social marketing case book, Sage publications, London.
4. Focusing the Social Marketing Concept, Rangan et al

5. Marketing your social enterprise guide [www.sel.org.uk](http://www.sel.org.uk)

**REFERENCE READING:**

6. Philips, Bonefiel and Sharma (2011), Global vision publishing house, New Delhi.

## **RISK MANAGEMENT IN SOCIAL ENTERPRISES**

**Objectives:** At the end of the course the student will be able to

- Understand risk and methods of handling risk in a social enterprise/organization
- Understand risk identification and measurement and modelling of risk in social enterprise, Including governance and process-
- Enable the students to gain the ability to apply the knowledge and understanding of risk management practices to any type of organization.

### **UNIT I: INTRODUCTION TO RISK MANAGEMENT**

- Risk and Uncertainty, Types and sources of Risk and methods of handling Risk
- Risk Management Process - techniques, implementation, monitoring the Risk Management Program
- Risk Management by Individuals and Corporations-Risk Management objectives-Need for a Rationale for Risk

### **UNIT II: Risk Identification and Measurement**

- Risk Identification - causes and implications and risk categories
- **Risk Measurement** –Evaluating the Frequency and Severity of Losses-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

### **Unit III Risk Management and functions in Social Enterprises**

- Risk management –tools and techniques for identifying and managing credit and counterparty risk
- Understanding the cost of Risk in social enterprise -Governance issues including market conduct, audit, and legal risk and capital calculation, roles and responsibilities of all stakeholders.
- Modelling - different approaches to modelling
- Framework for risk management for social enterprises

**Activity:**

- Analyse risk management techniques used by social enterprises/social welfare organizations in your locality/neighbourhood.
- Discuss in a group on examples of both good risk management practices of and of risk failures of social enterprises and how better risk management might have prevented these failures.

**Recommended Reading:**

1. Aven and Renn (2013) Risk Management and Governance- Concepts, Guidelines and Approaches, Springer, New York.
2. Stulz (2003), Risk Management and derivatives, South -Western Publishing, New Delhi.

**Further Reading:**

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

**Assessment of Social Enterprise (Self Study)**

**At the end of the course, students can expect to have:**

- Developed deeper understanding of social impact assessment for a social enterprise and will be able to develop basic assessment/ business plan and investment 'pitch' for a social venture.

**Activity:**

- Learn methodologies used for identifying and analysing the economic and social impact of social enterprises in India and across the globe.
  - Study a social enterprise and understand the use of business skills to address complex social and environmental problems in sustainable, profitable ways.
- Prepare report on social impact assessment of a social Enterprise you visited.

**Recommended Reading:**

1. Drucker, Peter, E. *Innovation and Entrepreneurship*.
2. Assessing social enterprises: The need for new parameters <http://www.villgro.org/KICS-CWS.pdf>
3. Social impact tool kit: <http://www.vai.org.uk/wp-content/uploads/2011/07/110707-Social-Impact-Toolkit.pdf>

**Further Readings:**

1. *The Social Intrapreneur: A Field Guide for Corporate Changemakers*,  
<http://www.sustainability.com>
2. Social Impact Exchange website: <http://www.socialimpactexchange.org>
3. [http://www.socialtraders.com.au/\\_uploads/rsfil/000409\\_cdbd.pdf](http://www.socialtraders.com.au/_uploads/rsfil/000409_cdbd.pdf)
4. Assessing the economic and social impacts of social enterprise,  
[http://www.socialtraders.com.au/\\_uploads/rsfil/000409\\_cdbd.pdf](http://www.socialtraders.com.au/_uploads/rsfil/000409_cdbd.pdf)

**BUSINESS ETHICS, CORPORATE GOVERNANCE AND SOCIAL RESPONSIBILITY****Objectives:**

To enable the student to

- Identify & analyse the important ethical and social challenges faced in business.
- Understand the basic principles of corporate governance.
- Acquire practical skills to take rational decisions when faced with ethical and social dilemmas.
- Understand the principles and selected applications of the concept of corporate social responsibility and Business-Social sector partnership.

## **UNIT I: BUSINESS ETHICS & SOCIAL RESPONSIBILITY**

- Understanding the concept of ethics – Importance of Ethics for sustainability in business
- Ethics as a dimension of social responsibility.
- Understanding ethical decision making and leadership.

## **UNIT II: CORPORATE GOVERNANCE AND CASE STUDIES OF HANDLING ETHICAL AND SOCIAL ISSUES**

- Basics of corporate governance
- Stakeholder perspectives
- Case studies of handling ethical and social issues

## **UNIT III: CORPORATE SOCIAL RESPONSIBILITY**

- The rise of Philanthrocapitalism - Understanding examples of CSR Initiatives in India
- Clause 135, Companies Act, 2013 - The Companies Rules (Corporate Social Responsibility Policy) 2014.
- Social Audit and Confederation of Indian Industry (CII) - CSR Reports & Projects in India & Tax break on CSR Expenses

### **Activity:**

1. Explore the web page “The Giving Pledge” ([www.givingpledge.org](http://www.givingpledge.org)) and compare & contrast the Pledger Profiles
2. Description of the web page: The Giving Pledge is a commitment by the world's wealthiest individuals and families to dedicate the majority of their wealth to philanthropy.
1. Prepare a case study on any one of the CSR initiatives carried out in India.
2. Interview a CSR manager in a neighbourhood company and submit an interactive transcript of your interview.
1. Review Tata code of conduct
3. Read OECD Principles
4. Read Satyam Story (Ramalingam raju admitted Fraud)
5. Read Sanlu story (Chinese co. which added toxic chemicals to baby milk powder) and other examples those are timely with the course.



6. Give a write up on how you can handle such situations.

#### **TED Talk Watch:**

1. [http://www.ted.com/talks/paul\\_tudor\\_jones\\_ii\\_why\\_we\\_need\\_to\\_rethink\\_capitalism/transcript?language=en](http://www.ted.com/talks/paul_tudor_jones_ii_why_we_need_to_rethink_capitalism/transcript?language=en)

Description:

Paul Tudor Jones II - the hedge fund manager and philanthropist is concerned that a laser focus on profits is, as he puts it, "threatening the very underpinnings of society." In this thoughtful, passionate talk, he outlines his planned counter-offensive, which centers on the concept of "justness."

#### **ESSENTIAL READING:**

1. Agarwal, S. K. (2008). Corporate social responsibility in India (1. publ). Los Angeles, Calif. [u.a.]; Response Books.
2. Chandler, D., & Werther, W. B. (2014). Strategic corporate social responsibility: stakeholders, globalization, and sustainable value creation (3. ed). Thousand Oaks: Sage Publ.
3. Edwards, M. (2008). Just another Emperor? The Myths and Realities of Philanthrocapitalism (1. Aufl). London (UK): Demos.
4. Issues for debate in corporate social responsibility: selections from CQ researcher. (2010). Los Angeles: SAGE.
5. Kotler, P., & Lee, N. (2005). Corporate social responsibility: doing the most good for your company and your cause. Hoboken, NJ: Wiley.

#### **REFERENCE READING:**

6. Ramachandran (2009), Corporate and Social Entrepreneurship: A Transformational Dimension, The ICFAI University Press.
7. Tripathi and Reddy (2007) Principles of Management, New Delhi, Tata McGraw-Hill Publishing Company Limited.
8. Handbook on CSR in India (2013) can be accessed  
<http://cii.in/PublicationDetail.aspx?enc=DVpozcf1lk/3SXNCqe8jucwfrwprs8tnpFyELCqXBCVezE2q6Dj3R+LKy6qkBxGyu8SpDum9qOZpw0lgaj2NgwR4WFtj+dNCYbxZwuc2S9iW5V7hTyqFJ0ybnKbk/FQWuOI/jnxazaajL3OMxnxK72tdK2oYa5il2hjrnfYpM6xkHwOXB05lQjLXdARqmojc>



## **LEADERSHIP AND SOCIAL CHANGE**

### **Learning Objectives:**

- To learn the basics of leadership as a competency for social entrepreneurs and internalise their role as change leaders
- To learn the principles and processes of change to bring changes in the society
- To understand reactions and resistance to organizational and social change and effectively manage them

### **UNIT I: UNDERSTANDING LEADERSHIP**

- Concept of leadership – role and functions of leadership – Characteristics of Great Leaders who demonstrated of organizational and social impact
- Traditional and contemporary approach to understand leadership – leadership theories - Transactional and transformational leadership
- Social change processes and role of leadership

### **UNIT II: LEADERSHIP STYLES AND COMPETENCIES**

- Leadership styles – Grid approach, Blanchard's model, Kouzes and Posner approach, Jim, Collin's Level 5 leadership and Servant leadership
- Leadership competencies for social entrepreneurs – visioning, inspiring, style adaptability and empowering Power bases of leadership
- Youth leadership for social change – movement building skills for large scale change

### **UNIT III: LEADERSHIP FOR SOCIAL ENTREPRENEURS**

- Leadership in social enterprises and profit enterprises – similarities and differences
- Leaders as social change agents to address social issues in India – Development, Livelihood and Poverty eradication related, Health related, Environment, Women and children related issues - MDG and Social issues
- Study of leadership among social entrepreneurs (Ashoka Fellows as Change makers is a good reference point for case studies)

### **UNIT IV: LEADING CHANGE**

- Factors influencing change in organizations and need for managing change, Theoretical foundations of change management, Models and types of changes

- Managing Change – Kurt Lewin’s Model of change process, Trans- Theoretical model and Kotter’s Steps for leading change
- Designing and Implementing Change Initiatives - Steps in change management process, Appreciative inquiry approach, Strategic Action Planning for implementing change - Strengthening participatory culture for sustaining changes

#### **UNIT V: UNDERSTANDING AND MANAGING REACTION & RESISTANCE TO CHANGE**

- Creating urgency, readiness and motivation for change – Role of communication in sustainable change management
- Psychological-social-political-cultural determinants of resistance to change – Fisher’s transitional process model – Strategies for overcoming resistance to change – John Kotter’s Matrix
- Case studies on leadership role in organisational and social change process

#### **ESSENTIAL READING:**

1. Aitken, Higgs (2010) Developing Change Leaders, Routledge Publishers, UK.
2. Posner, K. (2006). Leadership Challenges, New Delhi: Wiley India Pvt Ltd
3. John P Kotter (2012), Leading Change, Harvard University Press
4. Gib Akin, Richard Dunford and Ian Palmer (2005), Managing Organizational Change, McGraw Hill Education (India) Private Limited
5. Ahuja, Ram (2013 Reprint), Social Problems in India, Rawat Publications, Delhi.

## **THEATRE FOR COMMUNITY CAPACITY BUILDING**

### **Open Elective – 2 Credits**

#### **Objectives:**

This course will provide deeper insights among the students to understand:

- Theatre as a tool for community mobilization and capacity building for social change
- Creative exploration and expression of ideas through drama, theatre and folk arts
- Integration of skills, knowledge and processes into understanding a performance or presentation to respond critically to the social issues.

#### **UNIT I: ACTING AND SPEAKING**

- Acting styles and conventions
- Gesture, focus, stillness and silence in performance
- Voice production and speech as a means of communication
- Interludes of music through different voice

#### **UNIT II: THEATRE AND DRAMA**

- History, elements and structure
- Difference between theatre and drama
- Indian folk arts and world theatre
- Importance of alternate theatre

#### **UNIT III: PRODUCTION AND PERFORMANCE**

- Writing, Character development and Directing
- Construction techniques and materials
- Mask Design, colour appropriateness make up and costume design
- Sound and lighting Design, theatrical effectiveness of sound

#### **UNIT IV: PERFORMANCE AND SOCIAL CHANGE**

- Use of theatre and drama for community mobilization and conscientization, social entrepreneurship and social change
- Theatre of the oppressed

Activity 1: Attend a festival or ceremony in a village and narrate.

Activity 2: Write a script for a play for Social Entrepreneurs

Activity 3: Workshop: Theatre/drama

Activity 4: Utilize art and culture dept., south zone cultural centre, song and drama

**ESSENTIAL READING:**

1. Cambridge: Cambridge University Press, 2000. Smart, John, 20<sup>th</sup> Century British Drama (Cambridge Contexts in Literature), Cambridge: Cambridge University Press, 2001.
2. Ralph Yarrow (2001), Indian Theatre, Theatre of origin and Theatre of Freedom, Curzon Press.
3. Richmond, Swann, Zarrilli Indian (1993), Theatre, Traditions of performance, University of Hawaii Press, Delhi
4. Sanger, Keith, (2000), The Language of Drama, UK: Routledge

**REFERENCE READING:**

5. Shiach, Don, American Drama 1900-1990 (Cambridge Contexts in Literature),
6. Unwin, Stephen, and Carole Woddis, A Pocket Guide to 20<sup>th</sup> Century Drama,
7. UK: Faber and Faber, 2001.
8. Manukonda, (2013) THEATRE - COMMUNICATION THAT CAPTIVATES AND ENCHANTS, Article-3 Global Media Journal-Indian Edition/ISSN 2249-5835 Sponsored by the University of Calcutta/www.caluniv.ac.in Winter Issue/December 2013/Vol. 4/No.2, [http://www.caluniv.ac.in/global-mdia-journal/ARTICLE-DEC2013/Article\\_3\\_Rabindranath\\_Manukonda.pdf](http://www.caluniv.ac.in/global-mdia-journal/ARTICLE-DEC2013/Article_3_Rabindranath_Manukonda.pdf)
9. Modern theatre – by Veli rengarajan
10. Acting for gender and theatre in India from 1979 – by Mangai
11. Jananattiya manj – Arjun, Padal charkar plays, Indian acting- nsd (prasanna)
12. Janasankkerthi – scripting , Veenapanik- santhgokul
13. Pralayan plays, Mu..Ramasamy plays
14. Velirengarajan plays Mangai plays, Prasanna plays, .Nsd plays

## **BASIC ACCOUNTING AND FINANCIAL MANAGEMENT**

### **Objectives:**

On completion of the course the student will

- Understand the Meaning of Accounting.
- To understand the Accounting Principles and Concepts.
- Know the Process of Accounting, financial management and budgeting
- Understand and explain the process of Accounting, working capital management and budgeting

### **UNIT I: INTRODUCTION TO BASIC ACCOUNTING**

- Meaning , objectives, methods, types, rules of Accounting, Accounting cycle (or) Processes – Use of Tally 9.0
- Business Transaction: Journal Entries - Ledger Posting - Subsidiary Books - Trial Balance
- Preparation of Final Accounts – Trading A/c – Profit and Loss A/c – Balance Sheet

### **UNIT II: BASICS OF FINANCIAL MANAGEMENT**

- Meaning, objectives and functions of financial management
- Role of Finance Manager
- Financial Management Tools and Techniques

### **UNIT III: CAPITAL BUDGETING AND FINANCIAL PLANNING**

- Features of Capital Budgeting Decisions - meaning and pattern and determinants of Capital Structure
- Concept and types of Cost of Capital – Cost of Debt – Cost of Preference – Cost of Equity – Cost of Retained Earnings – Weighted Average cost of Capital
- Working Capital Management: Meaning, types, determinants of working capital - Cash management – Receivables Management – Inventory Management.

### **ESSENTIAL READING:**

1. “Book Keeping and Accountancy” Choudhari, Chopde.
2. Financial Accounting - Tulsian Printice, Hall Publication
3. “Cost Accounting”: Choudhari, Chopde.

4. "Financial Management" Text and Problems: M.Y.Khan, P.K. Jain.
5. "Financial Management Theory & Practice" Prasanna Chandra Tata McGraw Hill.
6. Fundamentals of Financial Management R.P. Rustgi Sultal Chand Publication, Siddiqui A.S. New Age.

**REFERENCE READING:**

7. Narayanswami - Financial Accounting: A Managerial Perspective (PHI, 2nd Edition).
8. Mukherjee - Financial Accounting for Management (TMH, 1st Edition).
9. Ramchandran&Kakani - Financial Accounting for Management (TMH, 2nd Edition).
10. Ghosh T P - Accounting and Finance for Managers (Taxman, 1st Edition).
11. Maheshwari S.N &Maheshwari S K – An Introduction to Accountancy (Vikas, 9th Edition)
12. Ashish K. Bhattacharya- Essentials of Financial Accounting (PHI, New Delhi)
13. Ghosh T.P- Financial Accounting for Managers (Taxman, 3rd Edition)
14. Maheshwari S.N &Maheshwari S K – A text book of Accounting for Management (Vikas, 1st Edition)
15. Gupta Ambrish - Financial Accounting for Management (Pearson Education, 2nd Edition)
16. Chowdhary Anil - Fundamentals of Accounting and Financial Analysis (Pearson Education, 1st Edition)
17. Financial Management: S.N. Maheswari, Sultan Chand Publication



## **SOCIAL SKILLS**

### **Course Objectives:**

This course is designed to enable students to understand evolution and concept of life skills, approaches, ten core life skills and the category as social skills such as self-awareness, empathy, effective communication and Interpersonal relationship. The learning outcomes of this course are:

### **Learning Outcomes**

- Better understanding on Life Skills and ten core Life Skills
- Improved self-esteem, self-image and body image
- Increased sense of self control and better identity of self
- Better identification of own strengths and convert weakness into strengths
- Enhancing effective communication skills
- Improved assertiveness and say NO to negative things
- Building healthy relationship and helping each other
- Handling positively to overcome negative peer influences and pressure
- Exercising better communication styles with the family, peer, teachers and others people

### **Module I: Introduction to Life Skills**

- Definition and Importance of Life Skills
- Livelihood Skills, Survival Skills and Life Skills
- Life Skills Evolution and Approaches
- Life Skills Education, Vs Life Skills Based Education
- Life Skills Education – Intervention and Implementation Models

### **Activities:**

- Browsing WHO website, UN Agencies websites and referring Life Skills related documents

## **Module II: Self Development Skills**

### **Self-Awareness**

- Definition, Types of Self
- Self-Concept, Types of Self – Ideal, Real and Social Self
- Body Image, Self Esteem, and Self-Motivation
- Techniques used for Self Awareness: Johari Window, SWOT Analysis

### **Activities:**

- SWOT Analysis, Crush Note, Self-Affirmation Test, Assessment of Self Image, Self-Presentation and Self Branding, 360 degree Feedback.

## **Module III: Understanding Others**

### **Empathy**

- Empathy: Meaning, Importance, and understanding in others perspective
- Empathy Vs Altruism; Empathy Vs Sympathy, Emotional Empathy
- Empathic Acknowledgement, Practicing Empathy Skill

### **Activities:**

- Putting legs into other person shoes, Debate on Understanding others Perspective, Role Play on understanding the deprived people, Video Analysis on Empathy.

## **Module IV: Communication Skills**

### **Communication**

- Definition of Communication, Functions, Models,
- Types of Communication: Verbal and Non-verbal Communication,
- Styles of Communication : Passive, Assertiveness, and Aggressive
- Communication and Technology, Social Network and Communication
- Barriers of Communication
- Enhancing Communication Skills Effectively

### **Activities:**

- Dumbsharad, Presentation of Seminar, Spreading Message across Circle, Self-Appraisal Questionnaire of Communication, Feedback Model, Shooting of Video and Reviewing of Communication Skills.

## **Module V: Building Relationship**

### **Interpersonal Relationship (IPR)**

- IPR: Definition, Factors affecting Relationships

- IPR Model, Interpersonal Communication across relationship: Family, Friends, Colleagues, Neighbours etc.,
- Intercultural Communication
- Ending Relationship Constructively

#### **Activities:**

- Self-Assessment using Interpersonal Style Questionnaire, My Relationship Circle, Skit on practice of IRS across contexts.

#### **ESSENTIAL READING:**

##### **Introduction to Life Skills**

1. Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
2. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
3. UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.
4. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
5. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.

##### **Self-Awareness – Self Esteem**

1. Karen Grover Duffy, Eastwood Atwater (2008). Psychology for living-Adjustment, Growth, and Behavior Today-8<sup>th</sup> edition, Pearson education.
2. Santrock W John (2011).Educational Psychology-4<sup>th</sup> edition, Tata McGraw Hill Education Private Limited.
3. Matthew McKay, Patrick Fanning (2002).Self-esteem, Master mind books.
4. David Miller and Teresa Moran (2012). Self –esteem- A guide for teachers.

##### **Communication skills:**

1. Malti Mehta (2013). S.R.Sharma. Theories of communication, Sarup book publishers Pvt.Ltd.
2. P. Kiranmai Dutt, Geetha Rajeevan, C.L.N. Prakash(2009). A course in communication skills, Foundation books.
3. Puneet Varshney, Amita Dutta (2012). Communication skill development, Alfa Publications.
4. Shalini Aggarwal (2014). Essential communications skills, Ane Books Pvt. Ltd.

5. Matthew McKay, Martha Davis, Patrick Fanning(2010).Communication skills-2<sup>nd</sup> edition, B.Jain Publishers(p) Ltd.
6. Steve Duck, David T. Mc.Mahan (2012), The basics of communication-2<sup>nd</sup> edition, SAGE publications.

**IPR:**

- 1) Teri Kwal Gamble, Michael W.Gamble (2013). Interpersonal Communication, SAGE Publications.
- 2) Richard West, Lynn H.Turner (2009).Understanding Interpersonal Communication-2<sup>nd</sup> edition, Wadsworth CENGAGE Learning.
- 3) Philip Burnard(1995). Interpersonal skills training, VIVA Books Private Limited.

**REFERENCE READING:**

1. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2<sup>nd</sup> Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Duffy Grover Karen, Atwater Eastwood, (2008). (8<sup>th</sup> Edn.), Psychology for Living-Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.
3. Hockenbury (2010). Discovering Psychology, Worth Publishers. New York
4. Jane S Halonen, John W. Santrock, (2009), Psychology: Context & Application, McGraw-Hill Companies Inc., Third Edition, USA
5. Mangal S.K., (2008). An Introduction to Psychology, Sterling Publishers Pvt. Ltd., New Delhi.

## **SUMMER INTERNSHIP**

### **Guidelines for Summer Internship Programme**

#### **Introduction**

Internship is an essential component of experiential learning offered for month duration at the end of Second Semester Examination. Every student of the M.A. Social Innovation and Entrepreneurship will be placed with an approved organization involved in social entrepreneurial activities. The purpose of Internship is to broaden the student's perspectives of social entrepreneurship and offer pre-employment work experiences which enable him/her to venture in to social entrepreneurial activities after graduation. At the end of Internship, the agency supervisor sends a report of the performance of the student to the concerned faculty supervisor. The student also expected to submit a comprehensive report of the Internship which carries two credits as part of curriculum requirement. Internship accounts for a total of 50 marks and two credits.

#### **Objectives of the programme**

The internship programme enables the students to participate in professional work environment, documenting their experiences. Students build upon previous knowledge and experiences by working within a professional work setting. The programme is designed to allow students to enhance their professionalism, gain entrepreneurial knowledge, and consider various entrepreneurial options. In order to achieve the above, the following objectives have been formulated:

1. To apply classroom learning to real-world issues through hands on experience.
2. To increase the ability to recognize and critically assess various forms of social enterprise strategies as tools of economic development and social transformation
3. To gain greater understanding of the challenges of growing and sustaining a social enterprise, as well as deeper insights into enterprise development and growth
4. To improve consulting skills, including project planning, issue analysis, formulation of strategic and tactical recommendations and client relationship management.
5. To enhance awareness of self in the role of a social entrepreneur

#### **Goals of Internship Programme**

The internship is an educational experience integrating classroom theories into a professional work setting by providing the opportunity to meet the following goals.

##### **Professional –“To acquire professional experience to...”**

1. Understand professional practice and adherence to codes of professional ethics, including ethical decision making.
2. Sharpen aspects of professionalism, including honesty/integrity, reliability/responsibility, respect for others, compassion/empathy, advocacy
3. Develop new knowledge and skills
4. Work independently and with others, both within and outside the organization/social enterprise, applying professional knowledge and skills
5. Observe the functioning of the org/company, including the administration and activities

6. Build upon previous knowledge and experiences by working within and critically appraising a professional setting
7. Gain career knowledge and evaluate career options and goals

#### **Academic – “To apply theories and research to...”**

1. Apply concepts and skills gained from academic experience to a professional work setting
2. Apply technical and analytical skills to a specific work setting
3. Develop/build business idea
4. Formulation of research problem

#### **Personal – “To further develop and integrate personal characteristics such as...”**

1. Self-awareness and emotional stability, interpersonal and group process skills, communication, collaboration, problem-solving skills, cultural competence, professional ethics and behaviour

#### **Role of the intern**

- ✓ The student will dress professionally and appropriately. Check with your organisation’s supervisor about what is appropriate to wear.
- ✓ Exhibit professional behavior and respect for the other interns, organisation’s staff, and other stakeholders.
- ✓ The intern is expected to become familiar with and adhere to the organization’s rules, policies, regulations, and standards.
- ✓ The intern is expected to develop and maintain a regular work schedule, carry out assigned tasks in a professional manner under the supervision of organization staff and to seek help as needed.
- ✓ Negotiate your hours with your agency supervisor being extremely flexible. Outside employment or other courses during the internship are not recommended. You are expected to be at the agency when they need you.
- ✓ The student will notify the agency supervisor of any illnesses and emergencies as soon as possible.
- ✓ Communicate with the agency supervisor about the internship as it progresses. Seek advice or assistance when unsure about assigned tasks and responsibilities.
- ✓ Try to resolve problems and concerns with your agency supervisor. If this does not seem feasible, contact the Internship Coordinator immediately.
- ✓ Be aware that the agency gains some staff time from you, but invests a great amount of experienced staff time in your supervision. Try to “fit in” and make the experience a good one for both the agency and yourself.
- ✓ Participate in all activities, meetings, etc. recommended by the organisation’s supervisor. Interns are generally accepted as a member of the “team”.
- ✓ Maintain Confidentiality, Client information and what is said by co-workers is generally confidential.
- ✓ Do not repeat gossip or say anything you will be sorry for later.
- ✓ Initiate and carry out projects and activities as directed by the agency supervisor.
- ✓ It is crucial that students take initiative. Many times it is up to the intern to ask question or ask if they can participate in or lead something. Many times site staff becomes focused on completing their individual responsibilities. Interns must ask, ask,

ask and do not be afraid to push for more responsibilities. You will wind up with a more professional experience.

- ✓ The student will be responsible for all travel expenses related to the internship (i.e. commuting to and from the agency, travel to other agency sites, etc.).
- ✓ Submitting weekly reports at the end of the week days for all the weeks during the internship through email. Receive the acknowledgement from the organisation and faculty supervisor regularly on the submission of the report.
- ✓ Final report (summary) will be submitted by the student after completion of the Internship to both the supervisors.

#### **Goals of Internship Programme**

- ✓ Guide the student in formulating personal goals for the internship experience. Share information relating to possible internship organisations/enterprises.
- ✓ Guide the student in formulating an internship search strategy, share information concerning potential organisation placements, and assist the student in making final organisation selection.
- ✓ Provide the student and the supervisor with information and documents needed to establish the internship and complete required reports. Discuss responsibilities and requirements for internship completion.
- ✓ Collaborate with the student and with the organisation's supervisor in developing a satisfactory plan for the internship.
- ✓ Promote and facilitate communication between the agency/organization and student, if necessary.
- ✓ Confer with the student to assess progress and help resolve any problems that may develop.

#### **Role Faculty Supervisor**

- ✓ Orient the student to the purpose and requirements of the internship program.
- ✓ Provide the student and the supervisor with information and documents needed to establish the internship and complete required reports. Discuss responsibilities and requirements for internship completion.
- ✓ Promote and facilitate communication between the agency/organization and student, if necessary.
- ✓ Provide advice and direction for the student, as needed.
- ✓ Evaluate reports and assign a final grade (satisfactory or fail) for the internship experience.
- ✓ The Faculty Supervisor/Internship Coordinator will be available throughout the duration of the internship as needed.

#### **Assessment by Faculty Supervisor**

| Sl. No. | Criteria for Assessment   | Marks Awarded | Maximum Marks |
|---------|---|---------------|---------------|
| 1.      | <b>Regularity and Punctuality in</b> Submitting the reports and <ul style="list-style-type: none"><li>• Sharing the weekly plan</li></ul> |               | 10            |
| 2.      | Professional involvement (Self-development and contribution to the organisation)  |               | 10            |

|    |  |  |           |
|----|--|--|-----------|
| 3. | Submission of Consolidated report <b>Submission of Consolidated report</b> <ul style="list-style-type: none"> <li>• Language</li> <li>• Documentation (application of knowledge and skills acquired, models/theory used, key learnings)</li> <li>• Formatting and paginating.</li> </ul> |  | 5         |
|    | <b>Total</b>   |  | <b>25</b> |

### Role of Agency Supervisor

- ✓ Accept responsibility for providing a context in which the intern can build upon his/her knowledge and skill base related to social innovation and entrepreneurship.
- ✓ Assist the student in identifying learning opportunities and setting goals and objectives for the internship period that are consistent with the supervisor's competencies and areas of strength.
- ✓ Serve as a mentor to guide the student's professional development, and suggest learning experiences and activities that will provide the student with an opportunity to develop and practice skills needed.
- ✓ Provide appropriate office/work space so that the intern can work effectively and efficiently and can draw upon the organization's resources.
- ✓ Provide orientation materials and experiences that familiarize the intern with the organization's mission, objectives, and client populations.
- ✓ Provide timely and honest feedback to the intern and Internship Coordinator regarding his/her areas of strength as well as areas that need improvement.
- ✓ Upon termination of the internship period, complete a FINAL EVALUATION, examining the programme to which the student has achieved the responsibilities and competencies of a professional. Discuss the report with the student, and submit final evaluation form.
- ✓ Provide the Internship Coordinator/Faculty Supervisor with feedback regarding the agency's participation in the internship experience, review internship protocols, and provide suggestions for improving the internship experience.
- ✓ The student intern cannot receive a final grade without the Summary Report and Final evaluation is completed and submitted to the agency and the department.

### Assessment of Agency Supervisor

| Sl. No. | Criteria for Assessment  | Marks Awarded | Maximum Marks |
|---------|--|---------------|---------------|
| 1.      | <b>Punctuality</b> <ul style="list-style-type: none"> <li>• Regularity in attending work</li> <li>• Quality of assigned work</li> <li>• Finishing and assigned tasks on time submission of report on time</li> </ul>   |               | 10            |
| 2.      | <b>Professional involvement Ability to work with others</b> <ul style="list-style-type: none"> <li>• Professional demeanour</li> <li>• Professional appearance</li> <li>• Use of time management skills</li> <li>• Judgment/decision making skills</li> <li>• Show initiative &amp; work with limited supervision</li> </ul> |               | 10            |



|    |  |  |           |
|----|--|--|-----------|
|    | <ul style="list-style-type: none"> <li>• professional level of flexibility &amp; adaptability</li> <li>• Contribution to the organization</li> </ul>   |  |           |
| 3. | <b>Submission of Consolidated report</b> <ul style="list-style-type: none"> <li>• Language</li> <li>• Documentation (application of knowledge and skills acquired, models/theory used, key learnings)</li> <li>• Formatting and paginating.</li> </ul> |  | 5         |
|    | <b>Total</b>   |  | <b>25</b> |

### **SEMESTER – III**

## **SEMESTER – III**

### **SOCIAL ENTREPRENEURSHIP TOOLS & APPROACHES**

#### **Objectives of the Course:**

- To grasp the nature of tools used by social entrepreneurs
- To recognise the essence of social enterprise strategy
- To learn how to apply tools and techniques of social entrepreneurship

#### **UNIT – I: STARTER KITS FOR SOCIAL ENTREPRENEURS**

- Toolkit for Social and Environmental Entrepreneurs
- SME Toolkit
- The Creative Activist Toolkit
- Root cause analysis

#### **UNIT – II: RECOGNIZING AND ASSESSING 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

#### **UNIT –III: DEVELOPING ENTREPRENEURIAL COMPETITIVE STRATEGY**

- Understanding competitive environment
- Assessing strengths and weakness
- Cooperative strategy: Building networks, partnership and alliance
- Leading, retaining and rewarding people entrepreneurially

#### **UNIT – IV: Approaches to DONOR Organisations 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

#### **UNIT V: IMPACT MEASUREMENT TOOLS AND CASE STUDIES**

**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. Refer the website: <https://www.ashoka.org/story/starter-kits-social-entrepreneurs>

## **PROJECT MANAGEMENT**

**Learning Outcome: The students will,**

- Understand the purpose, principles, problems and challenges, concepts, techniques, and practices of Project Management and its various facets;
- acquire skills in project planning, execution and control methods;
- able to use Project Management software and applications.

### **UNIT I INTRODUCTION TO SOCIAL ENTREPRENEURSHIP PROJECTS NATURE AND TYPES**

- Meaning, Definition, nature and scope of Projects
- Types of Projects – Energy, Health, Education, Environment etc.,
- Need and significance of project management

### **UNIT II OPPORTUNITY IDENTIFICATION AND EVALUATION**

- Project Definition and Description
- Project Identification and project life cycle
- Project Evaluation and Selection
- Management of Risk

### **UNIT II PROJECT PLANNING**

- Project Planning - resources estimation, mobilization, allocation, scheduling Planning life cycle
- Project specification
- Work Breakdown Structure
- Total project planning and charter

### **UNIT III PROJECT IMPLEMENTATION/EXECUTION**

- Direct and Manage project execution
- Perform quality assurance
- Acquire, develop and manage project team
- Distribute information, manage stakeholders' expectations and conduct
- procurement

### **UNIT IV PROJECT MONITORING AND CONTROL**

- Planning-Monitoring-Controlling Cycle
- Purposes, types and design of control
- Design of control system
- Earned Value Analysis

## UNIT V Project Closure and Review and Project Management Software

- Varieties of project closure/termination
- Closure/termination process, closure procurement and final report
- Use of selected project management related software in the context of specific Projects

### References:

1. Harvey Maylor, *Project Management* (Second Edition); Pitman, London, 1999.
2. P. Gopalakrishnan and V. E. Ramamoorthy, *Textbook of Project Management* (Reprinted Edition); Macmillan India, New Delhi, 1998.
3. David I. Cleland, *Project Management– Strategic Design and Implementation*; McGraw-Hill, Singapore, 1995.
4. Harold Kerzner, *Project Management-A Systems Approach to Planning, Scheduling and Controlling*; CBS Publishers, New Delhi, 1987.
5. Adedeji B. Badiru, *Project Management Tools for Engineering and Management Professionals*; Institute of Industrial Engineers, Norcross, 1991.
6. W. Alan Randolph and Barry Z. Posner, *Effective Project Planning and Management*; Prentice-Hall of India, New Delhi, 1988.
7. Joseph J. Moder, Cecil R. Phillips, Edward W. Davis, *Project Management with CPM, PERT and Precedence Diagramming* (Third Edition); CBS Publishers, New Delhi, 1986.
8. Bruce T. Barkley and James H. Saylor, *Customer-Driven Project Management*; McGraw-Hill, Singapore, 1994.

## FINANCIAL INCLUSION

### Learning Objectives:

- To understand financial inclusion as an essential step in socio-economic development India

- To critically review financial inclusion in its historical, social, political, national and international context
- To study various initiatives for financial inclusion and its impact
- To identify opportunities for social enterprises to promote financial inclusion

### **UNIT 1: Financial inclusion as a means to sustainable growth**

- Meaning of financial inclusion – relevance to sustainable socio-economic growth – historical perspective
- Government policies for financial inclusion – Provision in five year plans – Guidelines of RBI and other banks – Financial inclusion and World bank – Financial inclusion under MDGs and SDGs
- Components of Financial Inclusion – Access to banking, access to micro-credit, access to micro insurance and direct benefit transfer – PMJDY, PMJBY and PMSBY.

### **UNIT 2: Institutional frameworks and strategies for financial inclusion**

- Genesis and evolution of Microfinance - Different models of microfinance and innovative operating strategies in India - Micro-Finance and Livelihoods - Microfinance and peoples organisations – microfinance institutions -Regulatory Framework for MFIs - Promoting Linkages between Banks & MFIs - Sustainability of MFIs
- SHG-BANK Linkage programme – concept of SHG, SHGs and savings mobilization, Livelihood promotion among SHGs, Emerging SHG federations and challenges, Sustainability of SHGs - Impact of SGSY on SHG: Bank Linkages - Subsidy-linked credit programmes - PMRY, SGSY, SJSRY & SLRS - Kisan Credit Card (KCC) scheme – critical evaluation of SHG movements.
- Models of financial linkages – Pandyan Grama Bank SHG Linkage Model, Prathama Bank: Farmers` Club Model, Bidar DCCBs-PACS Model, Chandrapur DCCB-Anganwadi Model: A Case Study, SEWA Model

### **UNIT 3: Assessing Financial Inclusion**

- Progress, achievements and challenges of various schemes and programmes for financial inclusion
- Microfinance – analysis of failures

- Impact assessment of financial inclusion on various socio-economic indicators – approaches and critical analysis of data
- Use of and impact of technology for financial inclusion programmes – emerging opportunities for social entrepreneurs

#### **References:**

1. Baby, K and Varghese, M. 2016. Financial Inclusion and Economic Development: An Over View , 2016,
2. Prasad, M S V. 2013. Financial Inclusion in India: Challenges and Strategies
3. Pearce, Douglas; Ortega, Claudia Ruiz. 2012. Financial inclusion strategies: reference framework. Washington DC; World Bank.  
<http://documents.worldbank.org/curated/en/2012/06/17910675/financial-inclusion-strategies-reference-framework>
4. <https://www.sbi.co.in/portal/web/agriculture-banking/financial-inclusion>
5. <http://www.affairsccloud.com/what-is-financial-inclusion-importance-in-india/>
6. <http://www.worldbank.org/en/topic/financialinclusion>
7. [http://www.gjimt.ac.in/wp-content/uploads/2014/02/Harmeet-Kaur\\_Financial-Inclusion.pdf](http://www.gjimt.ac.in/wp-content/uploads/2014/02/Harmeet-Kaur_Financial-Inclusion.pdf)



## **SCIENCE, TECHNOLOGY FOR SOCIAL ISSUES**

For this course this course The Banyan Academy of Leadership in Mental Health (BALM) will be adopted

No of Hours: 30 hours

### **Summary of the Course:**

The above said course is offered by The Banyan Academy of Leadership in Mental Health (BALM) as a two credit course. The internal and end semester examination will be conducted by BALM. The objective of the course is to gain a comprehensive knowledge on the application of science and technology for social issues. The total contact hours of the programme is 30 hours.

### **Learning objectives**

In this course, students:

- acquire knowledge and understanding of philosophical and social science theories on science and technology development.
- gain insight into the mutual shaping of science & technology and society.
- acquire knowledge and understanding of the basic concepts and issues in the field of science and technology studies.
- acquire knowledge and understanding of technological development through Responsible Research and Innovation
- acquire knowledge and understanding of interactive methods for directing and guiding developments in science and technology.
- gain insight into the need for democratization of science and technology.
- learn to recognize and operate the central STS concepts in their own life worlds.
- learn to communicate verbally and in scientific writing about their knowledge and understanding and to critically reflect on that.

### **Relevant literature & concepts**

**1. Sismondo Chapter 1, 2, 5, 6, 7, 9, 12**

**Concepts / theories:** Paradigm, positivism, theory-dependence of observation, epistemic culture, methodological symmetry, social construction (of reality / of knowledge), EPOR, SCOT, formal objectivity, boundary objects

## **2. Sismondo Chapter 6, 8, 9, 10, 12**

**Concepts / Theories:** heterogeneous engineering, actor-network theory (ANT), SCOT, techno science, tacit knowledge, tinkering, standardization, black box, script

## **3. Sismondo Chapter 3, 9, 14, 15, 16**

**Reference:** The literature of this course consists of selected chapters from the book  
*An introduction to science and technology studies, Sergio Sismondo 2010,*

## **VENTURE CONCEPTUALIZATION AND BUSINESS PLANNING**

This is an experiential learning course.

The objective of the course is to nurture aspiring social entrepreneurs to guide, mentor through conceptualizing and implementing business model around a social enterprise. Once this is perfected through iteration, the students are expected to develop a business plan and submit/participate in various forum for recognition, networking and venture fund raising. The student is expected to identify and select a social problem and a probable solution for it and build a social venture around it. As a pre-requisite, s/he should have enrolled for the Social Entrepreneurship Approaches & Tools and Understanding Sectoral Opportunities in Social Enterprises courses.

As outcome, the student is expected to come with a proof of concept of the product or service of the social enterprise. S/he is expected to submit a business plan for evaluation and final obtaining of credits and grade points to fulfil the objective of the syllabus.

This is a guided course with a faculty as guide/supervisor and a mentor. The mentor could be a social entrepreneur and the mentoring relationship is expected to provide mentoring at the stages of opportunity selection, refining, building a business model, piloting the proof of concept and development and refinement of business plan.

As part of the venture creation process, the student is expected to make necessary arrangements to travel and meet customers, beneficiaries and various other stakeholders

## **UNDERSTANDING SECTORAL OPPORTUNITIES for SOCIAL ENTERPRISES**

This is an experiential learning course.

The objective of the course is to nurture aspiring social entrepreneurs to guide, mentor through exposure and anthropological and other scientific approaches learnt through earlier courses and understand root causes, probable solutions and opportunities around a chosen social issue. The social issues could be themed around a) livelihood opportunities, b) health, c) education, d) agriculture & allied sectors, e) housing and f) energy g) environment and others.

The student is expected to identify and select a sector for which he is passionate about. He is expected to understand various issues, problems in the chosen sector through market research and social anthropological study methods. The expected outcome is a matrix of issues/problems and probable solutions in the sector.

Once the matrix is obtained, the student is expected to identify any issue that he wants to solve, study the existing solutions, arrive at probable solution(s) through a GAP analysis. S/he is expected to submit all the potential opportunities for the chosen issue in the chosen sector and justify why he it is one of the potential solutions to the issue through a feasibility study.

This is a guided course with a faculty as guide/supervisor. The guide is expected to provide mentoring at the stages of opportunity selection, refining, building a business model, piloting the proof of concept and development and refinement of business plan.

### CONCURRENT FIELD WORK GUIDELINES

In page no 15 of the Curriculum framework approved by BOS it shows as,

|            |                 |   |
|------------|-----------------|---|
| <b>III</b> | Field Work -III | Individual / Group field work in various settings for 30 days |
| <b>IV</b>  | Field Work -IV  | Individual field work in various settings for 30 days         |

Detailed guidelines are already provided for Field Work in the above write-up of 68 pages that has been approved by the BOS for detailed syllabus Semester I and II and framework for Semesters **III** and **IV**.

1. The Faculty Supervisor in charge has to play a key role liaising with the Enterprises and collect feedback. Arrival at the work spot in the morning is very important. A close monitoring by faculty-in-charge is to be followed.

2. Social enterprise ecosystem consists of Social enterprises and Support system. Social enterprises (entrepreneurs) are in different domains as healthcare, work and employment etc. Support system includes Investors, Consultants, Media, Training organisations, Academic / Research institutions etc. Hence comprehensive field exposure is required to make students competent to think of starting an enterprise at the end of their course or later on.

(a) During the Semester III **Individual/ Group exercise for 30 days** groups @ 3 students shall be allotted **one village** or **a small town** to identify the opportunities for Social Innovation and Entrepreneurship there. It shall start with a survey consisting of 150 respondents for 10 days (@50 per student) to understand the existing situation. The next 10 days each of them would plan, identify and develop a Social Enterprise Project. At the end of the 30<sup>th</sup> day each student shall be ready with a Social Enterprise model. The proposed solutions include Business Proposals with suggested Business Plan, Operation and Marketing plan. The students gain information through Focus group discussion, Interaction with Village Panchayath, People and Social enterprises. Detailed guideline shall be developed as how a Social Enterprise model has to be developed.

(b) The **Individual field work in various settings for 30 days** would be by connecting the students for INTERNSHIP in Social Enterprises of different domains and supporting players namely Investors, Consultants, Training organisations and Academic / Research Institutions. Students who have undergone Internships during the second semester for 30 days will choose different organisations this time.

## **IV SEMESTER**

**UNIT I: INTRODUCTION TO SOCIAL INNOVATION**

What is an innovation-are you an innovator-Innovation approaches-Innovation in the public, non-profit sector-new business models-the spread of innovations-policy innovators-social entrepreneurs and social innovation-Innovation within organisations-civic action and innovation-global impact and innovation-challenges in innovation

**UNIT-2: UNDERSTANDING SUSTAINABILITY**

Evolution of Concept of Sustainable Development, Definition and concept of Sustainable Development -Limits of Growth -Silent Spring -Kyoto Protocol -Dimensions of sustainable development -Environmental ethics -The rationale for MDGs and its link with Sustainable Development.

**UNIT-3 SOCIAL INNOVATION AND SUSTAINABILITY**

Various approaches and methods 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. Emerging trends in sustainability and its applicability in social innovation

**References:**

1. Erica Swallow, Creating Innovators: Why America's Education System Is Obsolete. Forbes April 2012.
2. Laura Michelini, 2012, Social Innovation and New Business Models: Creating Shared Value in Low-Income Markets, Springer.
3. Gladwell, Malcolm. 2000. The Tipping Point. Little Brown: Boston. Pp 3-133; 169-193; 253-261.
4. Michal Grinstein-Weiss. Diffusion of Policy Innovation: The Case of Individual Development Accounts (IDAs) as an Asset-building Policy. Center for Social Development. Working Paper No. 05-08, 2005.
5. Auerswald, Philip. 2009. "Creating Social Value" Stanford Social Innovation Review. Spring: 51-55.
6. Dees, Greg. 2001. "The Meaning of Social Entrepreneurship." Unpublished Paper.
7. Pozen, David E. 2008. "We Are All Entrepreneurs Now." Wake Forest Law Review 43: 283-340.

8. Crutchfield, Leslie and Heather McLeod Grant. 2008. Forces for Good: The Six Practices of High-Impact Nonprofits. Jossey-Bass.
9. Goldsmith, Stephen. 2010. The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good. Jossey-Bass.
10. Baker S. (2006) The concept of sustainable development, London, Routledge
11. Hjorth P. and Bagheri A. (2006) Navigating towards sustainable development: A system dynamic approach
12. Parkin S., Sommer F. and Uren S. (2003) Sustainable Development: understanding the concept and practical challenge, Engineering Sustainability
13. Thakur, Kailash(1999), Environmental Protection Law and Policy in India, Deep & Deep, New Delhi
14. Roosa, Stephan A,(2008), Sustainable Development Handbook, The Fairmont Press, Lilburn
15. Baker S. (2006) The concept of sustainable development, Routledge, London,
16. Elliot, Jennifer A (2013), An Introduction to Sustainable Development, Oxon, Routledge

## **FUNDRAISING FOR SOCIAL INITIATIVES**

### **Learning Objectives:**

- To enable the students understand the role of fundraising for a social enterprise/initiative and various methods of raising funds for social causes.
- To introduce the students gain practical experience of fundraising strategies and understand how these strategies are implemented to raise funds for social change

### **UNIT 1: Understanding Fund Raising**

- Meaning of Fundraising - Need and importance of fundraising for social causes – Raise of philanthropy and professionalism of fundraising – Fundraising as an art of relationship building for social change - Factors impacting success of fundraising initiatives.
- Approaches and sources of fundraising for a for-profit social enterprise, not-for-profit social enterprise and for special events for a social cause (own investment, raising funds from personal networks, community networks, grants -government, venture capital, corporate, commercial streams, donors, philanthropy organizations/foundations) – Advantages, limitations and suitability of various sources - Factors to consider in selection of sources - Ethical aspects of fundraising and accountability to donors.
- Structuring fundraising process – Developing fundraising strategy – content of fundraising plan - Budgeting (annual budget and event based budget) and staffing of fundraising initiatives – Use of volunteers.



## **UNIT 2: Managing Fund Raising Process**

- Steps in fundraising process – conceptualising, planning, prospecting, cultivating, soliciting, promoting and retaining – Proposal writing for grants, donations and sponsorships - Action planning - Fixing roles and responsibilities – Responsibility matrix – Evaluating fund raising initiatives - Reporting use of funds to the funding sources.
- Communication for fundraising to the sources and general public – Discovering what donors value - mailers, brochures, press meets, advertisements, use of print, audio, visual and social media, documentaries, short films/videos, jingles and presentations – Assessing cost efficiencies.
- Organising fundraising events – special shows, exhibitions, cultural performances, special auctions, sponsorships, concerts, theme based events, marathons – use of celebrities, crowd pullers.

## **UNIT 3: Fund raising in practice**

- Analysing fundraising strategies of a social enterprise of their choice or a major social initiative (Based on the learning of Unit 1, students of the course, the students either through direct interview of a social entrepreneur or online study of documents/reports, will prepare an assignment on fundraising strategies followed by them, how they are managed and the impact created)
- Analysing fundraising event for a social cause (Based on the learning of Unit 2, students of the course, through direct interview of the organizers of a fundraising event for a social cause or online study of documents/reports, will prepare an assignment on how the fundraising event was conceptualised, planned and executed and the impact created)
- Planning and organizing a fundraising event - Developing a fundraising plan for a social cause and implementing the plan (Students in small groups of 4-5, will identify a social cause and develop a fundraising plan for presentation, organize the event and document the experience for presentation.

## **DESIGN THINKING AND FRUGAL INNOVATION**

### **Objectives:**

- To expose students to problem solving methodology through design thinking process, especially with respect to social issues.
- To expose students to human-centric design and solutions to help them formulate their own ideas for solving social problems.
- To expose students to the concept of sustainability for inclusive development

### **UNIT I – DESIGN THINKING & INNOVATION**

- Problem definition and statement formation
- Design Thinking approach and techniques
- Steps of design thinking and Nurturing creativity and out of the box thinking

### **UNIT II – CASE STUDIES**

- Human centric design process and techniques
- Case studies in health-care: Phoenix Health care
- Case studies in agriculture: Technologies developed by grassroots innovators: source : National Innovation Foundation
- Case studies in education: Hole in the Wall Experiment

### **UNIT III – SUSTAINABILITY**

- Sustainability and development
- An introduction to global environmental issues, globalization and development, ecological design.
- An introduction to Sustainable Development Goals
- Sustainability assessment tools

### **DISCUSSION:**

- inter-relationship among design thinking, frugal innovation and sustainability
- Role of social enterprises for sustainable development
- Case studies of successful sustainable development approaches
- Implications for policy makers, corporate heads, etc.

## **ADVOCACY AND NETWORKING FOR SOCIAL CHANGE**

### **Learning Objectives:**

- To understand the meaning of advocacy, networking and lobbying and the role and these methods in advancing social change among diverse actors in the community
- To have an exposure to various methods of advocacy, networking and lobbying for bringing social change
- To introduce the students gain practical experience of advocacy and networking strategies as integral part of sustaining social mission and securing social change.

### **UNIT 1: Understanding advocacy, networking and lobbying for social change**

- Need for influencing diverse stakeholders for social change at various levels - Meaning of advocacy, networking and lobbying and its influencing role – Institutional and non-institutional methods of advocacy, networking and lobbying.
- Designing advocacy strategies - Advocacy process - issue identification, setting goals and objectives, identifying target audience, building support, developing messages, finalising channels of communication, fund raising and implementation and monitoring and evaluation.
- Mechanisms for gaining support and developing effectiveness in advocacy programmes - Challenges and ethical aspects of advocacy.

### **UNIT 2 : Networking and Lobbying for Social Change**

- Role of social entrepreneurs in promoting collective action for social change – movements, campaigns, building coalitions, networking and lobbying for social change - successful collective actions.
- Creating and maintaining networks – type of networks – dynamics within networks - Factors determining effectiveness of networks – Consensus building within networks for social action.
- Sustainable operations and strategies for building and sustaining social enterprise - Social capital, social support network and multi sector partnership - Network with government organizations and funding agencies – Lobbying skills.

### **UNIT 3 : Analysis of advocacy, networks and campaigns for social change (Self-study)**

- Advocacy strategies adopted by social entrepreneurs in various sectors
- Organizational analysis of networks that have brought change in social sectors – their vision, mission, strategies adopted, achievements and success factors, leadership and managerial dynamics, decision making process (at least two sectors).

- Campaign/movement on any one sector covered under millennium/sustainable development goals and its relevance and impact on youth (at least two movements/campaigns).

**References:**

1. Mark Ezell (2011), Advocacy in the Human services, Books/COLE, CENGAGE Learning, USA.
2. Dhakshina Murthy (2013), Advocacy models, Strategies for community, Manglam Publications, Delhi.
3. Valerie , Brown & Judith Lambart (2013), A guide to Collaborative Action , Routledge, New York.
4. Suresh Chandra (2011), Social Change in Modern India, Jnandaprakashan (P&D), New Delhi.
5. Sanjay Battacharya (2003), Social Work –An Integrated approach, Deep and Deep publications, Pvt., Ltd, New Delhi.
6. RyszardPraszkier&Andrez Nowak (2012), Cambridge University Press, New Delhi.
7. Uma Narula (2009), People empowerment –emerging practices, Atlantic publications and Distributions, New Delhi.

**Journal:**

1. Social Action, A quarterly Review of Social Trends, New Delhi.

## **MANAGING PUBLIC -PRIVATE PARTNERSHIPS**

### **The objectives of this course are to:**

- Introduce students to the concepts, methods, and applications of public-private partnerships in a variety of sectors;
- Equip students with the understanding and skills necessary to pursue and implement public-private partnerships as part of a public- or private-sector organization.
- To familiarize students with the various issues in Public Private Partnerships that they are likely to face once they join the industry.

### **UNIT – I DEFINING ‘PUBLIC-PRIVATE PARTNERSHIP’**

- PPP Contract Types and Terminology
- What PPP is Not: Other Types of Private Involvement
- How PPPs Are Used: Sectors and Services
- Infrastructure Challenges and How PPPs Can Help
- Insufficient Funds - Poor Planning and Project Selection - Weak Management
- Inadequate Maintenance How PPPs Are Financed
- Finance Structures for PPP and Considerations for Government
- The Rationale for Public Private Partnerships.
- Different Kinds of Public Private Partnerships with a special emphasis on the Build Operate and Transfer Model (BOT).
- Issues in Regulation that come about with privatization.

### **UNIT – II ESTABLISHING THE PPP FRAMEWORK**

- PPP Legal Framework
- Processes and Institutional Responsibilities
- Public Financial Management Frameworks for PPPs
- Broader PPP Program Governance
- Pricing mechanisms available to a regulator to ensure universal access and efficiency.
- Discussion of the privatization experience in different sectors, water, electricity, telecommunication, and railways with a special emphasis on India.
- Granting and negotiating infrastructure concessions to avoid renegotiations at a later date.
- Tendering and Procurement Issues in a Public Private Partnership.
- Project Finance and its application in Public Private Partnership.

### **UNIT – III IMPLEMENTING PPP PROJECTS**

- Identifying PPP Projects
- Appraising PPP Projects – Commercial viability, value for money and fiscal implication
- Structuring PPP projects
- Managing PPP contracts
- Monitoring and Evaluation Methods in a Public Private Partnership.
- Dispute Resolution in Public Private Partnerships.

#### **DISCUSSION**

1. The Rationale for Public Private Partnerships.
2. Different Kinds of Public Private Partnerships with a special emphasis on the Build Operate and Transfer Model (BOT).
3. Issues in Regulation that come about with privatization.
4. Pricing mechanisms available to a regulator to ensure universal access and efficiency.
5. Discussion of the privatization experience in different sectors, water, electricity, telecommunication, and railways with a special emphasis on India.
6. Granting and negotiating infrastructure concessions to avoid renegotiations at a later date.
7. Tendering and Procurement Issues in a Public Private Partnership.
8. Project Finance and its application in Public Private Partnership.
9. Monitoring and Evaluation Methods in a Public Private Partnership.
10. Dispute Resolution in Public Private Partnerships.

#### **References:**

- Farquharson, Edward, Clemencia Torres de Mästle, E. R. Yescombe, and Javier Encinas. How to Engage with the Private Sector in Public-Private Partnerships in Emerging Markets. Washington, D.C., USA: The International Bank for Reconstruction and Development, 2011.
- International Bank for Reconstruction and Development, The World Bank, Asian Development Bank, and Inter-American Development Bank. Public-Private Partnerships Reference Guide. 2nd ed. Washington, D.C, USA: The World Bank,

#### **Distinctive Features at RGNIYD**

- Choice Based Credit System & Innovative Teaching Methodologies
- High-tech infrastructure and state-of-the-art learning environment
- Blend of perspective building, analytical understanding and experiential learning
- Career-focused training

- Workshops in thematic areas
- Internship and Placement Cell
- Overseas participation for select students in youth exchange programmes
- Scholarship for selected NYC Volunteers of NYKS and NSS Volunteers
- Scholarship for SC/ST from Government Sources
- Tuition fee exemption for SC/ST students.
- Merit Scholarship for selected students
- Earn while you learn scheme
- STEP –Students’ Theatre for Empowering, Participating and Sensitising
- Academic Discourse Over Chai

#### **Facilities at RGNIYD**

- Air Conditioned Smart Class Rooms
- Computer Lab with Wi-Fi Enabled Campus
- Separate Hostel for Girls and Boys
- Yoga

#### **Eligibility and selection procedure**

Bachelor's degree with a minimum of 45 percent marks in any discipline from a recognised university. The Candidates will be selected on the basis of marks secured in the qualifying examination and performance in the interview conducted. Reservation of seats will be followed as per the Government of India rules.

#### **Fee Structure**

| S.No                    | Details                   | I Semester             | II / III / IV |
|-------------------------|---------------------------|------------------------|---------------|
| <b>1. Education Fee</b> |                           |                        |               |
| a                       | Tuition Fee               | Rs.3,000               | Rs.3,000      |
| b                       | Admission Fee             | Rs.200                 | -             |
| c                       | Registration Fee          | Rs.500                 | -             |
| d                       | Computer Lab Fee          | Rs.1,000               | Rs. 1,000     |
| e                       | NSS Fee                   | Rs.500                 | -             |
| f                       | Sports Fee                | Rs.500                 | -             |
| g                       | Students Union Fund       | Rs.500                 | -             |
| h                       | Alumni Association Fund   | Rs. 100                | -             |
| i                       | Caution Deposit           | Rs. 3000/ (Refundable) | -             |
| j                       | Caution Deposit - Library | Rs. 1,000 (Refundable) | -             |

|                      |                          |                       |                    |
|----------------------|--------------------------|-----------------------|--------------------|
| k                    | Library Fee              | Rs.500                | -                  |
| <b>Total</b>         |                          | <b>Rs.10,800/-</b>    |                    |
| <b>2. Hostel Fee</b> |                          |                       |                    |
| a                    | Hostel Admission Fee     | Rs.100                | -                  |
| b                    | Caution Deposit - Hostel | Rs.1,000 (Refundable) | -                  |
| c                    | Advance for Mess Charges | Rs. 5,000             | -                  |
| <b>Total</b>         |                          | <b>Rs. 6,100/-</b>    | <b>Rs. 4,000/-</b> |

### 1. Hostel Charges:

- a. Room Rent : Rs. 1800/- per semester
- b. Mess Charges : Dividing system will be followed  
(To be paid on or before every 05th of succeeding month without fine)

### 2. Group Medical Insurance : Rs. 100/- per annum

### Original Documents to be verified at the time of admission

- HSC/SSLC/Matric Mark Statement
- Undergraduate degree certificate (in the absence of original degree, a provisional certificate issued by the University).
- Transfer Certificate (TC) and Conduct Certificate from the Institution last studied (in case such Certificate is not issued from the Institution last attended, a certificate stating the fact duly signed by the competent authority of that institution should be submitted).
- Community certificate
- Migration Certificate from the University/ Institution last attended