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Development of First Semester Courses for the Programme Master of Arts (Entrepreneurship) (MAER) through ODL Mode

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"The combination of entrepreneurship, education in schools and colleges, and the hassle-free flow of venture capital and evolution of good market will give momentum to national growth".

Dr. A. P. J. Abdul Kalam

Abstract

This research article or shodhlekh is a specific type of research paper or shodhprapatra, which is highly focused on the development of first semester courses for the programme Master of Arts (Entrepreneurship) (MAER) through ODL mode. The method of carrying out research regarding development of this programme, is given in the research article. "Entrepreneurship has created a large number of employment and entrepreneurial opportunities in the new Era of a business eco system. Entrepreneurship plays a very significant role in economic development and Nation building. Hence, now-a-days there is a great appreciation for entrepreneurship development at national and international level. In present scenario any entrepreneur requires diverse skills, capabilities and specialized knowledge to plan, execute and sustain any business successfully. Keeping this important objective in mind, a Master level programme in Entrepreneurship was developed i.e. 'Master of Arts (Entrepreneurship)' for any Graduate."

Key words: Entrepreneurship, entrepreneurial opportunities, economic development, Nation building, entrepreneur, enterprise

Introduction

Entrepreneurship means entre to start the new business. M A in Entrepreneurship (MAER) programme was developed in July, 2021. This programme envisages experiential learning through Project work and

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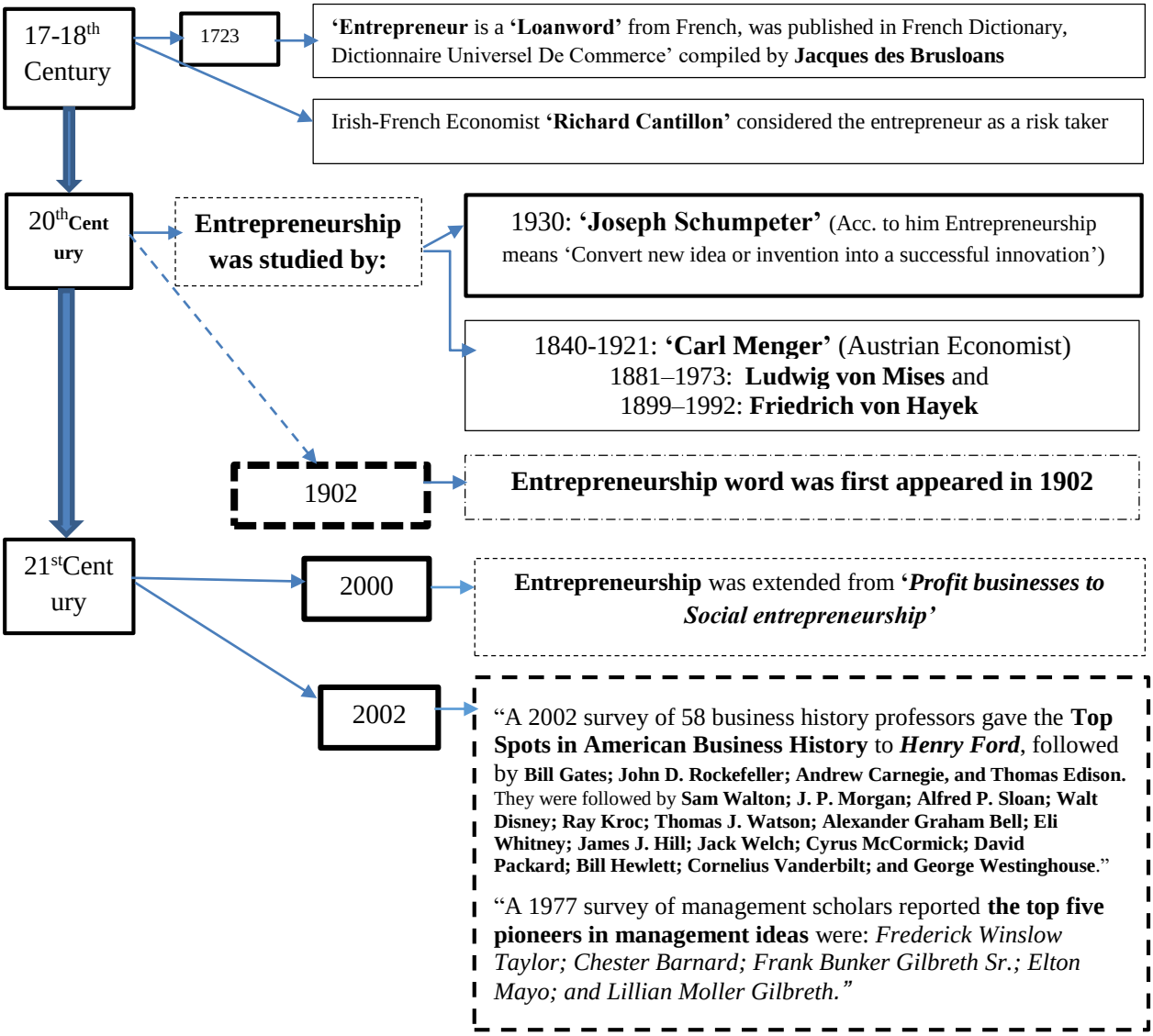
Case Studies. It is holistic, integrated, learner-centred, inquiry-driven education with an exit option as a Post Graduate Diploma in Entrepreneurship (PGDER) after completion of first year of the programme. It is multidisciplinary as well as interdisciplinary in approach in design and development by encompassing different areas of studies viz. Business, Commerce, Management, IT, Communication Skills, Law, Traditional knowledge, Micro Small & Medium Enterprises (MSMEs), Start-up, Labour Relation, Research and its Applications, Entrepreneurship etc. It will help the learners to start new businesses, which will create jobs and help in building the country's economy.

History of Entrepreneurship



Types of Entrepreneurship

There are several types of entrepreneurship like cultural, Ethnic, Religious, Feminist, Institutional, Millennial, Nascent, Project-based, Social and Biosphere (Ecosystem services)

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Teaching-learning Process in F2F Universities and IGNOU Programme Development Process

A. Face to Face (F2F) Teaching Universities ⇨ **Class-Room Teaching-learning Process**

B. Open and Distance Learning (ODL) Teaching Universities

- Form-1: **'Programme Proposal Form'(PPF)** {For Approval of the School Board(SB)& APC} (Concept Note; Need- Assessment etc.)
- Form-2: **'Programme Project Report'(PPR)** {For Approval of SB & Academic Council} (Programme Objectives & Proposed Programme Structure etc.)
- Form-3: **'Programme Development Form'(PDF)** (For Approval of the School Board& the Academic Council) (Multimedia Components, Evaluation Methodology, Development, Delivery Mechanism etc.)
- Form-4: **Programme Launch Form**(PLF) (After Approval of AC, Regional Service Division(RSD), Student Registration Division(SRD), Student Evaluation Division(SED), Material Production & Development Division(MPDD) .Electronic Media Production Centre(EMPC), VC may be informed

Learning Packages/Instructional System
(Multi-channel/Multimedia Approach for Instruction)

	Main Task	Other Task to Support SLM
Self-learning Material (SLM) should be: (Institutional point of view) • Low cost/cost effective • Less time taken • Less constraints • High quality From Student's point of view: • High Quality of SLM • Learning-effectiveness of the SLM • Responsiveness of Learner Support Services	**Development of Self-instructional Material / Self-learning Material (SIM /SLM)** • Adopted **Course Team Approach** of British Open University • Adopted Model: **Coordinator-Writer-Editor Model** /Contract Author-Faculty Model/Author – Faculty-Editor Model	• Development of Audio-Video Programmes transmitted through Radio and Doordarshan{Gyan-Darshan Channel, EDUSAT/ Teleconferencing GyanVani/Interactive Radio Counselling(IRC)} • Development of Audio and Video Cassettes (A/V) • Counselling Sessions(Face-to-face Counselling at Study Centres by Academic Counselors) • Assignments (Tutor Marked & Computer Marked) • Practical/Project/Viva-voce/Verbal Examination • Web Based Academic Support (IGNOU's website address (URL): www.ignou.ac.in • Programme Guide • Poster & Brochure for Promotion of the Programme • Evaluation

Broader Framework of Seven Stages of Course Design & Development Process

1.Course Formulation	2.Course Designing	3.Print Material Development	4.Audio-Video Production
Need Assessment; Defining Target Group; Course Identification; Course Outline Formulation	Identifying Media Component; Integrating Media Component; Finalising Unit-wise Course Outline;Deciding Themes for Audio-video Programmes	Unit Writing; Content Editing; Format Editing; Language Editing; Finalising Manuscripts; Development of Graphics; Printing	Preparing Academic Note; Developing Academic Script; Developing Production Script; Programme Production; Post-production Activities

7.Field Testing ⇦ **6.Developmental Testing** ⇦ **5.Preview**

Source: Adapted from Asha Yadav, IJRESS, Volume 5,Issue 1 (January,2015)

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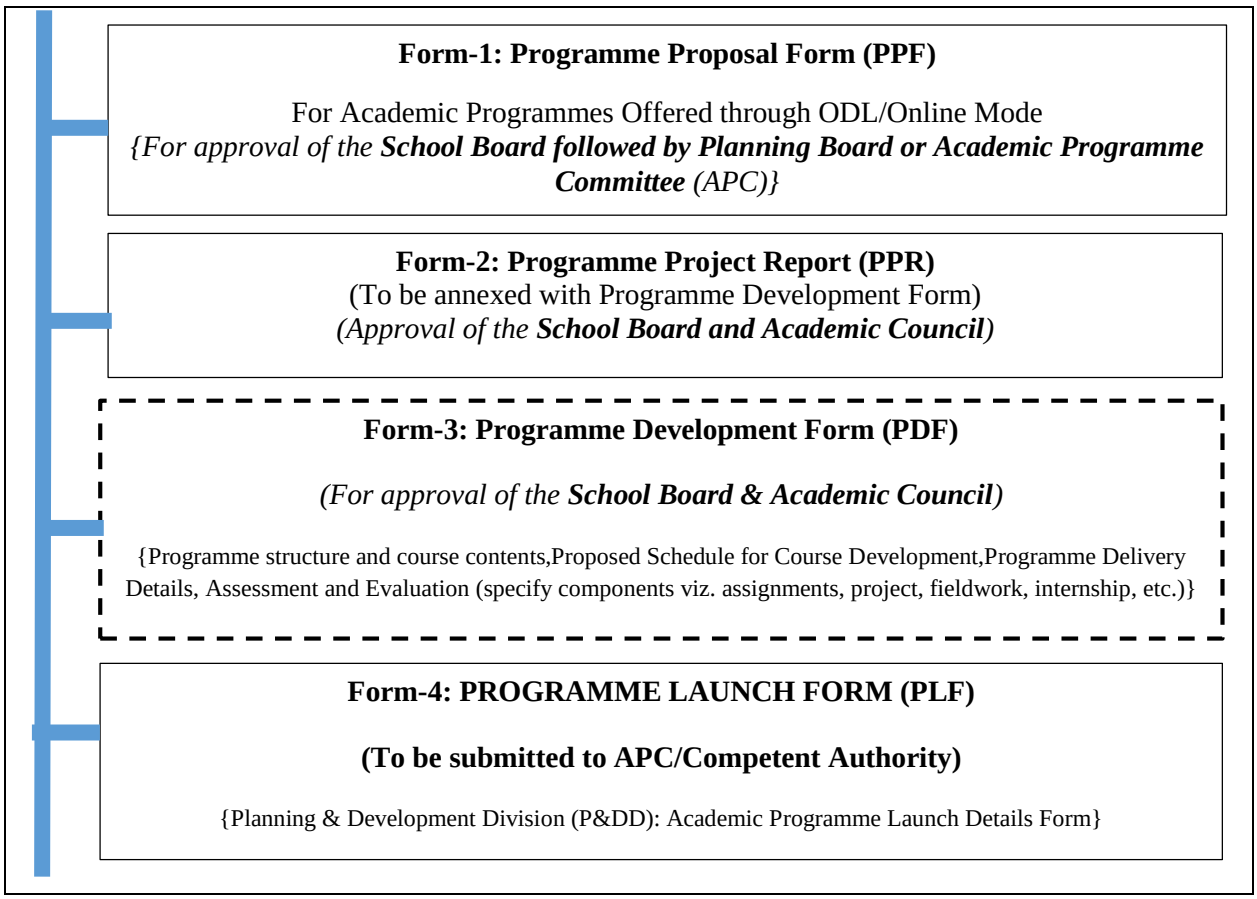
During **Design, Development & Delivery** of MAER programme mainly four forms were filled which are as follows:



Form-1: 'Programme Proposal Form' (PPF)

"Form-1 is filled in after discussion with the 'Discipline Group' within a school. Discussion is carried out about concept note, social relevance of the programme, need assessment/field survey/literature survey undertaken or proposed, collaborative arrangement envisaged outside IGNOU for design-development-delivery, programme strategies related to for design-development-delivery, budgetary requirement for need assessment & development. The Programme Structure is placed before 'Programme Design Expert Committee' for guidance. Form-1 Proposal may be discussed in the 'School Council, if required & then submitted to 'School Board' for approval. *"Filled in form (PPF) was placed before the* ***School Board followed by Planning Board or Academic Programme Committee*** *(APC)} for approval.* Two reports were submitted along with the form i.e. 1. Report of Exploratory Expert Committee Meeting, and 2. Need Assessment Report."

Form-2: 'Programme Project Report (PPR)'

Following Information was filled in the PPR: "Programmes mission & objectives: (*its alignment with industrial/ learner demands*),Relevance of program with IGNOU's Mission & Goals, Nature of prospective target group of learners:1.Specify the target group, 2.Needs of the target group.(*Annex Report of Exploratory Expert Committee Meeting* and N*eed Assessment Study*), Appropriateness of

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program to be conducted in Open & Distance Learning (ODL) mode to acquire specific skills & competence : Specify the expected learning outcomes in terms of:1.Knowledge attainment & 2.Transferable Skills and Competencies, Reflection of academic, professional and occupational standards. Instructional Design : Curriculum design (*Outcome of Expert Committee meeting; Programme Structure: specify the theory, practical, fieldwork, project, etc components*); Total Credit hours (*including course wise*);Detailed syllabi; Duration of the programme (*Minimum& Maximum*);Medium of instruction; Type of programme (*General/ Professional*);Faculty and Support staff; Instructional design & delivery mechanism(*Media to be used -print, audio, video, online, computer aided, web based, etc. (course wise*); Student Support Service system (*Specify the provisions to be made at HQs, Regional Centers, Learner Support Centers and Web based, etc*): Procedure for admissions, curriculum transaction and evaluation**;** Define the admission policy (*including web based tools to be adopted)*;Eligibility criteria; Fee structure; Financial assistance to learners (if any);Activity planner of all academic activities of the academic session; Policy for Evaluation of learner progress along with methods and tools; Requirement of the laboratory support and library resources; Laboratory support to the learners (*if any*);Provision of Practical book for learners (*if any*);Provision of Virtual Reality methods for Practical in case of Online learning (*if any*); Cost estimate of the program and the provisions; Indicate the budgetary requirement for: 1. Programme Development, 2.Delivery, 3. Maintenance; Quality assurance mechanism and expected program outcomes*; Define the review mechanism of the Programme for enhancing the standards of curriculum, instructional design relevant to professional requirements; Define Programme benchmark statements; Mechanism for monitoring the effectiveness of the programme; *Minimum standards must adhere to UGC (ODL) Regulations, 2017 and directions of the Statutory Bodies of the University."*(This form was annexed with Programme Development Form for the Approval of the School Board and Academic Council)*

Form-3: Programme Development Form (PDF)

Form -3 Proforma (filled in) is placed before School Board and then to Academic Council (AC)/Academic Council Standing Committee (ACSC).At this stage Programme Coordinator obtains Programme& Course Code from the Planning Division.

Explanation of Programme and Course Codes

Variable(s)	**Programme:** Master of Arts (Entrepreneurship)**(MAER)**
	Course(s): MER-001,MER-002,MER-003,MER-004
1. ***Level of the Programme****{Awareness (A)/ undergraduate (UG) or bachelors (B) / Postgraduate (P/PG), research(R)}* (UG course can't be a part of PG prog. Certificate can be a part of Diploma & UG prog.)	Post Graduate (P): • Post Graduate Diploma(PGD) • Post Graduate Certificate (PGC) • **'Master (M)'**
*2.****Discipline*** *where the Programme Originates*	**'Entrepreneurship (ER)'**
3. ***The Stage of Preparation*** *(New/Revision of the Course/Programme); 0 is assigned for New Course, & 1 for first revision; 2 for second revision & so on. Till 9 for 9th revision.*	**New Course;** Hence, '0' is assigned
*5.****Last 02 numerals*** *for the Number of Courses in that discipline varies from 01 to 99*	Here **01st Course**
Now Course Code would be:	**MER-001**
This Course Code(MER-001) indicates:	***Master level Entrepreneurship new course (offered for the first time)***

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Following Information is filled in Form-3 form regarding programme: "Programme Title &Code; Total Credits; Medium of Instruction; Duration of the programme; Readmission duration; Eligibility for admission; Name of the School(s) proposing the Programme; Name of the Programme Coordinator (s); Programme structure and course contents; Broad structure *(give attachment in the following format as Appendix 1and syllabi as Appendix-II);* (ii) Special features/requirements, in respect of design, development, and delivery and evaluation strategy; (iii) Any special qualification needed for course writers/editors; (iv) Qualification of the Academic Counsellors; Proposed Schedule for Course Development; Programme Delivery Details; Assessment and Evaluation (specify components *viz.* assignments, project, fieldwork, internship, etc.); Expected enrolment (per cycle /annual) and its Rationale: About 500-700 (Need Based survey attached); Proposed budget for design development of the programme; Estimated fee of the programme; In case of collaboration with any other agency; strategies to sustain the programme after the duration of the collaboration is over; Status of Approval of Programme Proposal Form by School Board and Planning Board; Consent from Operational Divisions (in the prescribed Proforma); Recommendation of the School Board on PDF and PPR (for placing before Academic Council)(to be filled up after approval of School Board) (*please attach relevant extract of the Minutes*); **Enclosures:** PPF with relevant extract of the Minutes of School Board and Planning Board; PPR along with Minutes of Meeting of the School Board that considered Programme Development Form (PDF); Electronic Media Production Centre ; Material Production and Distribution Division; Student Registration Division; Regional Services Division ; Student Evaluation Division; Inter University Consortium."

Form -4: Programme Launch Form (PLF)

At last Form -4 (Programme launch form) is placed before to APC/Competent Authority for the approval.In case of Certificate and Diploma programme 100% study materials should be ready before launch. Programme with duration of more than one year then 100% materials of the first year, at least 80% materials of second year and 60% materials should before launch along with student support services like counselling, assignments, evaluation, practical, lab experiments, teleconferencing etc. Then this under development programme becomes on offer programme.

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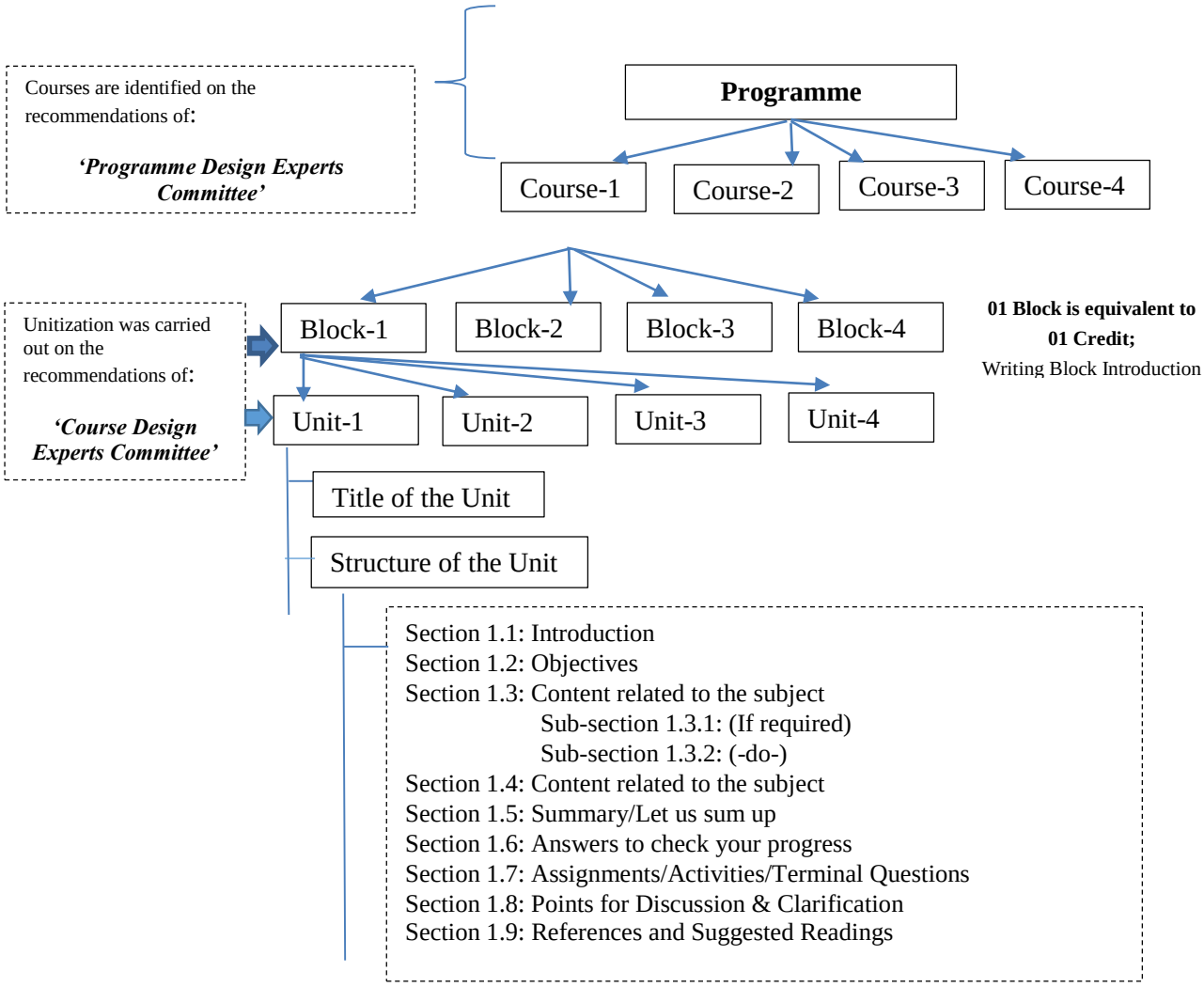
Structure of the Programme (Outline)



About the Programme

Name of the Programme: **Master of Arts (Entrepreneurship) (MAER)**

Programme Code: **MAER**

Minimum Duration:	**2 Years**
Maximum Duration	**4 Years**
Programme Fee	**Rs. 15,000/- for full programme, to be paid year wise @ Rs. 7500 per year**
Minimum Age	**No bar**
Maximum Age	**-do-**
Eligibility	Bachelor's Degree from recognized University
Credits	**Total 64 credits**

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(a) MAER is meant for whom?

The Master programme in MAER is meant for Any Graduate or Higher Qualifications from Recognized University. *At present, the programme is on offer at existing study centres of M.Com & MBA programmes of IGNOU.*

(b) Aims and objectives of the programme

The aim of the programme is to impart knowledge, skill and competencies to start one's own business venture. To achieve the aim, the programme will focus on various aspects of start-up, innovation and soft skills which are essential to become a successful entrepreneur. The objective of the programme is to:

- Develop competencies among graduates in initiating business enterprise
- Facilitates successful and profitable operations of the enterprise
- Enable managerial skills for setting up of new enterprise
- Develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others

It has been designed to provide competency-based education to the youth in the area of entrepreneurship with an aim to turn ideas into an entrepreneurial venture. This programme will enable learners for critical thinking and problem solving by integrating theory with practice and case studies. Successful entrepreneurs will share their experiences through innovative blended learning and experiential learning approaches.

(c) Medium of instruction

The medium of instruction is in English. The course material is also uploaded in English on eGyankosh (IGNOU).The programme will also be offered in Hindi medium in due course of time.

(d) What is fee structure?

At present the programme fee of MAER is Rs. 15000 for full programme to be paid year wise @ Rs.7500/- per year. As and when it is necessary, the University can revise the programme fee, therefore, please refer to the Student Handbook and Prospectus of your academic session for recent information related to fee.

(e) What employment opportunity does this Master provide?

This programme is meant for Graduated untrained and under-trained students. This will help to develop basic **knowledge, skills & competencies** in different areas of **business** like *Information Technology, Automobiles, Textile, Fashion Design, Photography, Modelling, Pharmacy, Health Services, Construction, Telecom, Transportation, Agriculture, Other service sectors and so on*. In addition, programme creates **self-employment** opportunities in different segments of the different sector. **Entrepreneurship is the practice of starting a new business or developing new products or services with the motive to generate profit**. Entrepreneurship is a difficult task which concerns not only production, but plays a multi role to attract consumer towards the product. Another important aspect is to maintain the consumers through trust building and reputation. The entrepreneur should be an innovator, a source of new ideas, goods, services, and business/or procedures. **Entrepreneur is "one**

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who undertakes business/enterprise, by assuming responsibility, control and risk". An entrepreneur has vast scope in 'selling service', service providers, producers& manufacturing a product too.

Credit system

MAER is a Master level programme and 64 Credits of worth. Student can complete this programme in minimum period of two years or the maximum period of four years. The University follows the 'Credit System' for its programmes. Each credit is of 30 hours of study comprising all learning activities. Thus, a four-credit course involves 120 study hours& two-credits course involves 60 study hours. This helps the student to understand the academic effort one has to put into for completion of a course successfully. The Programme requires successful completion of assignments, internal assessment of theory and Project, the Term-end theory Examination and the Term-end Project/Viva voce Examination.

Student support services

In order to provide individualised support to its learners the University has created a number of Study Centres for MAER programme at already existing study Centres of MBA & M.Com programmes. These are administratively coordinated by the respective Regional Centres. The Study Centres are the contact points for the participants on all major aspects of the programme. These include counselling sessions, practicals, library facilities, disseminating information and advice and facilities for audio-visual training aids. The Study Centres are also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The University may not always be able to communicate to all the students individually. All the important communications are sent by the Regional Directors or available on IGNOU website www.ignou.ac.in. The Coordinators of Study Centers would display a copy of such important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. You are, therefore, advised to keep in touch with your Study Centre Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule and practical exams (assignments & examination forms), list of students admitted to a particular examination, declaration of results, etc. "The candidates are required to select only such Study Centre as it's activated for the programme. As far as possible, the University will allot the Study Centre opted by the candidate. However, the University may change the Study Centre at its convenience without concurrence of the student at any time".

Duration of the programme (Minimum –2 Years, Maximum - 4 Years)

To fulfil the requirements for acquiring the MAER, a student may clear all the courses in 2 years. If a student fails to clear all the requirements of courses in two years, s/he may be permitted to stretch it over a period of another two year. In case the student is unable to pass all the courses of MAER programme in 4 years, the student may be permitted to stretch it for another one year as per IGNOU norms. In such cases, the student has to seek readmission as per 'Re-admission' rules and pay the requisite fee.

Exit option: Student pursuing this programme will have the option to exit from the programme after successful completion of first year courses of two semesters (32 credits) with a PG Diploma in Entrepreneurship.

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Study plan

The exact date of commencement of the programme will be notified separately by the respective study centres. On that day, the participants will assemble in their respective study centre. The coordinator will give a thorough briefing on the content, conduct and schedule of the programme and clarifies the queries from the participants. The instructional counselling sessions will commence during the following week.

Instructional System

The methodology of instruction in this university is different from that in the conventional universities. The Open University system is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.

The University follows a **multi-channel approach** for instruction. It comprises a suitable mix of:

- ☞ **self-instructional printed material**
- ☞ **audio and video cassettes**
- ☞ **audio-video programmes transmitted through Radio and Doordarshan/ Gyandarshan**
- ☞ **face-to-face counselling at Study Centres by academic counsellors**
- ☞ **web based academic support (WEAS)**
- ☞ **assignments**
- ☞**practicals**
- ☞ **Gyan Darshan Channel, EDUSAT**
- ☞ **Gyan Vani**
- ☞**Swayamprabha Channel**

Print material

Printed materials are the primary form of instructional materials. These are supplied to the participants in the form of several booklets. A block, which comes in the form of a booklet, comprises several units. The size of a unit is such that the material given therein may be expected to be studied by a student in a session of about 2 to 6 hours of study. Therefore, student has to concentrate mainly on the self-learning materials (SLMs), which will be available on egyankosh.ac.in. However, the fast pace of computer industry necessitates that students must do some additional readings. Students are advised to study reference books without fail. Studying the SLMs alone may not be sufficient to write assignments and prepare for the term end Examinations. It may not be sufficient to just study course material. Students are hereby advised to study the Reference books also.

Counselling

Audio-Video Material/Teleconferencing and Interactive Counselling Sessions:

Audio and video programmes for each course have been prepared to support learning for the learners. These Audio-video programmes in the form of cassettes are available at all Study Centres. These Audio and video cassettes will be provided for viewing and listening. Student can also hire the cassettes for

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viewing and listening. These are video-cassettes meant for clarification and enhancement of understanding. The audio-video material is supplementary to print material. Hence, It is advised to students to make use of it as that will help to understand the subject better. However, audio-video material will normally not be supplied to the students individually but will be made available at the Study Centres. Student can view these programmes during teleconferencing and Interactive Radio Counselling sessions. Information about the schedule for these sessions can be obtained from IGNOU's web page i.e. www.ignou.ac.in or www.ignouonline.ac.in. The programmes of IGNOU are also telecast on DD-1(National Channel) Gyandarshan. The telecast schedule of transmission of programmes is communicated through a monthly booklet called Gyan Darshan.

One can view Gyan Darshan T.V Channel on DTH plateform-Airtel-442, Tata sky-755, Sun Direct 596, Den-526,In Digital-297 and Hathway-473. Gyan Darshan weblink: http://ignouonline.ac.in/gyandarshan/

Radio Counselling

Radio counselling will be held through FM and students can ask questions free of cost with phone in facilities right from their homes. A toll free telephone number 1800112347 and Telephone No. 01129533103 have been provided for this purpose.

Teleconferencing

Teleconferencing is a one-way video and two-way audio facility. Teleconferencing is held every month. During teleconferencing session, student will get an opportunity to interact by phone in facility or fax with the resource persons/experts who participate in teleconferencing session and clear your doubts immediately. The teleconferencing facility will be available at the Regional Centre and Selected Study Centres. The teleconferencing schedule will be sent to the Programme In-charge and Regional Director who would inform the students. Teleconferencing is done through GyanDarshan Channel. Learners must regularly attend these sessions. These will help them clarify doubts and interact with other learners all over the country.

Telecast

The Programme will also be telecast through DD Gyan Darshan channel and schedule will be informed to students in advance.

Attendance

Learners are required to attend classes at the study centers during counselling session. Although attendance is not compulsory, but it is advise to attend the counselling for better understanding and to clear their doubt.

Counselling Sessions

In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, it is an important activity. The purpose of such a contact is to answer some of students' questions and clarify their doubts which may not be possible through any other means of communication. It also intends to provide student an opportunity to meet their fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance to student in the courses that they have chosen for study. Normally, these sessions will be held at the Study Centres

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during week-ends (Saturdays and Sundays). Counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help student to overcome difficulties which they face while studying for the programme. In these sessions, student must try to resolve their subject-based difficulties and any other related problems.

Students are advised before going to attend the counselling sessions, to go through their course materials and make a plan of the points to be discussed. Unless they have gone through the Units, there may not be much to discuss. The detailed schedule of the counselling sessions will be made known to students by the Coordinator of their Study Centre.

Project

There are two projects component with this programme. The learner may contact coordinator of concerned study centre for the detail of project sessions/guidance as well as schedule for the same.

Web Based Support

As mentioned earlier, the learners can have access to IGNOU's website www.ignou.ac.in. This website offers relevant information to the general public and student support facilities to the learners through the **Single Window Information and Student Support (SWISS).** These include:

- Downloadable prospectus/application forms of various programmes
- Entrance test results
- Catalogue of audio/video programmes
- Admission announcements
- Schedule of GyanDarshan/GyanVani/EDUSAT programmes
- Addresses of regional and study centres
- Update on the latest happenings at the University
- Checking of student's mailing address
- Online submission of Term-End Examination Form
- TEE date-sheet
- Examination Hall Ticket
- Course Completion Status
- Results of the term End Examinations
- Access-eGyanKosh (egyankosh.ac.in): using this web site student can download their course material and view video related to their courses. Student can download Assignments from website. Programme Guide and Assignments are also available at the website.

Programme Structure

Details/Nomenclature of the Courses as suggested by the Experts of Programme Design Committee and Course Expert Committee.

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The Programme consists of 17 courses. The details are as follows:

S.No.	Name of the Course/Blocks	Credits (Total 64 credits)	Course Code	Theory/ Project
1st Year & 1st Semester	1.Business Environment	4	MER-001	Theory
	2.Fundamentals of Entrepreneurship	4	MER-002	Theory
	3.Business Ideation and Opportunity Identification 4.Business Development and Entrepreneurial Competencies	4	MER-003	Theory
		4	MER-004	Theory
2nd Semester	1. IPR & Technology Commercialization	2	MER-005	Theory
	2.Management of New and Small Enterprises	4	MER-006	Theory
	3.Government Initiatives & MSME Development	2	MER-007	Theory
	4. Finance& Accounting	4	MER-008	Theory
	5. Project I	4	MERP-001	Project
2nd Year & 3rd Semester	1. Marketing Management	4	MER-009	Theory
	2.Organisational Management and Labour Relations	4	MER-010	Theory
	3.Start Up, Incubation and Business Ethics	4	MER-011	Theory
	4.Business Research Methods & Applications	4	MER-012	Theory
4th Semester	1. IT and Entrepreneurship	4	MER-013	Theory
	2.Innovation and Strategic Management	4	MER-014	Theory
	3.Social Entrepreneurship	4	MER-015	Theory
	4. Project II	4	MERP-002	Project

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Details/Nomenclature of the First Semester Four Courses Blocks and Units of the Programme MAER as suggested by the Experts of Programme Design Committee and Course Expert Committee is as follows:

Name of the Programme: 'Master of Arts (Entrepreneurship)(MAER)' First Semester Courses			
COURSE-1: **MER-001 BUSINESS ENVIRONMENT**	COURSE-2 **MER-002:** FUNDAMENTALS OF ENTREPRENEURSHIP	COURSE-3:**MER-003** BUSINESS IDEATION AND OPPORTUNITY IDENTIFICATION	COURSE-4:**MER-004** BUSINESS DEVELOPMENT AND ENTREPRENEURIAL COMPETENCIES
Block-1: Socio- Political Environment Unit-1: Dimensions of Business Unit- 2: Socio-Cultural Environment Unit- 3: Social Responsibilities of Business Unit-4: Political Environment **Block-2: Legal Environment** Unit- 5: Regulatory Policies and Framework Unit- 6: Corporate Laws I Unit- 7: Corporate Laws II Unit- 8: Labour Legislations Unit- 9: Financial Market **Block-3: Regulations of Financial Markets and their Regulation** Unit-10: Capital Market Unit-11: Regulations of Capital Market Unit-12: Investors Protection and Corporate Governance **Block-4: Economic Environment** Unit-13: Structure of Indian Economy Unit-14! Economic Planning Unit 15: Economic Policies Unit-16: Small Scale Industries Unit-17: Economic Reforms	**Block-1: Overview of Entrepreneurship** Unit-1: Entrepreneurship - Concept and Theories Unit-2: Entrepreneurship: Nature, Types and Levels Unit-3: Evolution of Entrepreneurship in India Unit-4: Democratic State, Development and Entrepreneurship **Unit- 5: Entrepreneurship and small-scale enterprise role in economic development** **Block-2: Policies and Provisions for Entrepreneurship Development** Unit- 6: Entrepreneurship: Policies and Strategies Unit- 7: Market, Economy and Entrepreneurship Unit- 8: Management Information System and its effectiveness in promoting entrepreneurship Unit- 9: Funding including Micro Finance and other support system **Block-3: Entrepreneurship Strategies and Experiences** Unit-10: Entry, Survival and Advancement in Entrepreneurship Unit-11: Entrepreneurship: Indian and Global Context Unit- 12: Public-Private Partnership (PPP) for facilitating Entrepreneurship Unit- 13: Supporting Women Entrepreneurs Course	**Block-1: Business Ideation** Unit-1: Business Idea Idea Unit-2: Business Idea Generation Unit-3: Approaches for Idea Generation Unit -4: Understanding Business Opportunity **Block-2: Opportunity Identification** Units-5: Resource Mapping Unit-6: Opportunity Scanning and Identification Unit-7: Business Opportunity Identification and Business Plan Preparation **Block-3: Business Plan Preparation** Unit-8: Preparation and Development of Business Plan-1 Unit-9: Preparation and Development of Business Plan-II Unit-10: Business Plan Feasibility-I Unit-11: Business Plan Feasibility-II **Block-4: CaseStudies&Activities** Unit-12: Building Motivation & Commitment 13 Unit-13: Entrepreneurship Activities: Overcoming Barriers for Entrepreneurs Unit-14: Generate your Business Idea I Unit-15:Generate your Business Idea II Unit-16: Achievement Motivation Training	**Block-1: Entrepreneurial Competencies I** Unit- 1: Entrepreneurial competencies Unit- 2: Identification of Entrepreneurial Competencies Unit-3: Entrepreneurial assessment techniques **Block-2: Entrepreneurial Competencies II** Unit- 4: Identification and Selection of Potential Entrepreneurs women Unit-5: Case studies of successful entrepreneur - Case Studies Unit-6: Developing entrepreneurial qualities: attitudes, competencies and skill **Block-3: Business Development** Unit-7: Preparation of the Business Plan Unit- 8: Business Plan Feasibility Unit- 9: Providing follow up support to potential Entrepreneurs Unit- 10: Designing and Managing Support services **Block-4: Case Studies&Activities** Unit-11: The Entrepreneur and the Entrepreneurial Competencies; Lessons for the Trainer Unit-12: Identification of Entrepreneurial Skills Unit-13: Business Plan Formation Unit-14: SWOT Analysis
Total No. of Units/Chapters in all Four-Courses of First Semester: 17+13+16+ 14= 60 Units			

Introduction to the Programme Courses Blocks and Units

Programme: ***'Master of Arts (Entrepreneurship)(MAER)'First Semester Courses****contains* four courses.

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Programme: ***'Master of Arts (Entrepreneurship)(MAER)'First Semester Courses are:***

Course-1: Business Environment (MER-001)

Course-2: Fundamentals of Entrepreneurship (MER-002)

Course-3: Business Ideation and Opportunity Identification (MER-003)

Course-4: Business Development and Entrepreneurial Competencies (MER-004)

Course-1 Business Environment (MER-001)

(Characterized by a highly dynamic, complex & fast changing environment)

This course consists of four blocks that are:
Block-1:**SOCIO-POLITICAL ENVIRONMENT**
Block-2: **LEGAL ENVIRONMENT**
Block-3: **FINANCIAL MARKETS AND THEIR REGULATION**
Block-4: **ECONOMIC ENVIRONMENT**

Continuously make **Business - Strategies** → to → *Analyse the* Environmental Factors& Expected Change therein → so as to → *Avail of the* **'Opportunities'** & *Mitigates the* **'Threats'** *Involved*

Block-1:**SOCIO-POLITICAL ENVIRONMENT**

Unit 1 **Dimensions of Business Environment:**Micro and macro environment, Emerging scenario of business, Environment scanning

Unit 2**Scoio-Cultural Environment:** Elements of socio-cultural environment, Quantitative and qualitative aspects of demographic environment, dualism in Indian economy and the developments in consumer protection movement.

Unit 3 **Social Responsibility of Business:** Dimensions of social responsibility of business, social accounting and reporting, social audit

Unit 4 **Political Environment:** Critical elements and the responses to social issues, constitutional provisions relating to Fundamental Rights and Directive Principles of State Policy, role of the Government in business

Block-2:**LEGAL ENVIRONMENT**
{Policies & Enactment (Acts) that constitutes the Regulatory Framework}

Indian Contract Act, The Companies Act, The Securities Contracts (Regulation) Act, The Industrial (Development and Regulation Act, The Competition Act, and various labour laws and host of other legislations jointly constitute the legal environment.

Block-3: **FINANCIAL MARKETS AND THEIR REGULATION**

Finance means **'Funds'** or 'Monetary Resources'

Financial system means:

Borrowing & Lending of funds & **mobilization of saving** & distribution among those who needs the **Funds**

Classification of Financial Market:
1. Money Market (Short term funds)
2. Capital Market (Medium & long –term funds)

Block-4:**ECONOMIC ENVIRONMENT**

Economic conditions consists of:

1. Nature of Economy
2. Amount of .Economic Resources
3. Type of Economic Planning
4. Economic System
5. Economic Policies

within which

The Business has to operate for the Success

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Introduction to Block 1: SOCIO-POLITICAL ENVIRONMENT

"This is an introductory block of your MAER course on 'Business Environment' which covers the basic concepts relating to business environment in general and relevant aspects of economic, socio-cultural and politico-legal environment in India. This block is about the regulatory role of the government, which refers to all measures and instrumentalities that are aimed at defining and laying down the limits of private enterprise, and controlling the various economic and business activities in a country." It consists of four units.

Unit 1: **Dimensions of Business Environment**
Unit 2: **Socio-Cultural Environment**
Unit 3: **Social Responsibility of Business**.
Unit 4: **Political Environment**

Introduction to Block 2: LEGAL ENVIRONMENT

"The direct measures that are drastic in nature and discretionary in contents, and indirect measures that are applicable at macro level without any discretion of the administrative authorities. The direct regulation include measures like industrial licensing, price controls, restrictions on imports and exports, etc. that keep on changing from time to time. The indirect regulation, on the other hand, refers mainly to the legislative measures and rules whereby private business activities are automatically controlled. The enactments like the Indian Contract Act, the Companies Act, the Securities Contracts (Regulation) Act, the Industrial (Development and Regulation Act, the Competition Act, and various labour laws and host of other legislations jointly constitute the legal environment. In this block student will learn about all such policies and enactments that constitute the regulatory framework in India." It consists of four units.

Unit-5: Regulatory Polices and Framework
Unit-6: Corporate Laws - I
Unit-7: Corporate Laws - II
Unit-8: Labour Legislation

Introduction to Block 3: FINANCIAL MARKETS AND THEIR REGULATION

In this block, "Student will learn about the functioning of both markets and have an idea about the regulatory framework that has been built up over time for controlling their operations so as to ensure that they meet their objectives effectively. Analyses the need for regulating the capital market, and describes the regulatory framework with respect to public issue of capital and stock market operations including the takeover code as modified by SEBI." It consists of four units.

Unit 9 Financial Markets
Unit 10 Capital Market.
Unit 11 Regulation of Capital Market
Unit 12 Investors' Protection and Corporate Governance

Introduction to Block 4: ECONOMIC ENVIRONMENT

"As we know that economic environment is the most important aspect of business environment which has significant influence on the strategies adopted by firms and the development of trade and industry of any country." It consists of five units.

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Unit-13: Structure of Indian Economy
Unit-14: Economic Planning
Unit-15: Economic Polices
Unit-16: Small Scale Industries
Unit-17: Economic Reforms

COURSE-2: INTRODUCTION

Welcome to the Course: '**Fundamentals of Entrepreneurship (MER-002)'.** As the course title suggests, this course will help the learner in understanding the basics of Entrepreneurship which are essential to start the new business. This course will be useful for people who want to establish their own enterprise, thus explaining how to develop entrepreneurial qualities-knowledge attitude, competencies and skills; setting up an enterprise, managing and enterprise etc.In this course we have covered the following:

Block 1: Overview of Entrepreneurship
Block 2: Policies and Provisions for Entrepreneurship Development
Block 3: Entrepreneurship Strategies and Experiences

BLOCK-1 INTRODUCTION

For a Course on **'Fundamentals of Entrepreneurship'** it is very much essential to be clear about what entrepreneurship is. So, it was desired to have the first block of this course on Overview of Entrepreneurship. The Units are as Follows:

Unit 1- Entrepreneurship-Concept and Theories
Unit 2 - Entrepreneurship-Nature, Types and Levels
Unit 3 - Evolution of Entrepreneurship in India
Unit 4 - Democratic State, Development and Entrepreneurship
Unit 5 - Entrepreneurship and Small Scale Enterprises-Role in Economic Development

The first unit of this block is "Entrepreneurship-Concept and Theories" wherein the student is made familiar with the genesis of the concept of entrepreneur and various theories propounded regarding making of entrepreneurs. In the second unit an attempt has been made to give nature, types and levels of the Entrepreneurship and third unit is the historical sketch of the evolution of Entrepreneurship in India. The fourth unit explores the relationship between democratic State, Development and Entrepreneurship. The fifth unit is about Entrepreneurship and Small Enterprises - Role in Economic Development.

BLOCK 2 INTRODUCTION

For a Course on **'Fundamentals of Entrepreneurship'** after understanding what entrepreneurship is in general in Block 1, we need to look into the policy regime in order to understand the environment being created by the government to foster entrepreneurship. The second Block of this course is 'policies and provisions for Entrepreneurship Development'.

In Unit 6 we discuss the policies formulated by the Government since Independence and the strategies incorporated in the various five year plans to promote Entrepreneurship. The Units 7 is about Market

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Economy and Entrepreneurship. Unit 8 is 'Management Information System and its Effectiveness in Promoting Entrepreneurship. This unit is related to challenges faced by the entrepreneurs in a globalized world, importance of data and its management. Unit 9 is entitled as 'Funding Including Micro Finance and other Support Systems'.

BLOCK 3 INTRODUCTION

The Third Block of course **'Fundamental of Entrepreneurship'** is entitled "Entrepreneurship Strategies and Experiences'. The Block has 4 units, Unit 10 of this Block is titled as 'Entry, survival and Advancement in Entrepreneurship' this unit discusses the barriers at different level. The second Unit i.e. (Unit 11) of this Block is 'Entrepreneurship: Indian and Global Context' that discusses entrepreneurship at Indian and Global level. Unit 12 is entitled as 'Public-Private-Partnership (PPP) for Facilitating Entrepreneurship' discusses the different forms of Public-Private-Partnership (PPP) models, the significance of PPP in facilitating women's entrepreneurship and National Skill Development council. Unit 13 is 'Supporting Women Entrepreneur'. This unit discusses the need for supporting women entrepreneurs and available schemes and programmes of the government.

COURSE-3: INTRODUCTION

Welcome to the Course: '**Business Ideation and Opportunity Identification (MER-003).'** There is now an emerging trend, of people wanting to start something creative and innovative and be their bosses instead of following the traditional route of school, college/university and a full-time job. We call them Entrepreneurs. Entrepreneurs play a crucial role in expanding economy and creating jobs. The purpose of this course is to orient the learner towards creative and innovative thinking, business ideation, opportunity identification, business plan preparation, successful entrepreneurs and making entrepreneurship a career option.

The entire course is divided into four blocks:

Block 1: Business Ideation
Block 2: Opportunity Identification
Block 3: Business Plan Preparation
Block 4: Case Studies and Activities

INTRODUCTION TO BLOCK 1

Block 1 of the course MER-003 is entitled **"Business Ideation".** This Block has three units:

Block 1: Business Ideation
Unit 1 : Business Idea
Unit 2 : Business Idea Generation
Unit 3 : Approaches for Idea Generation

An idea is, "a thought or creation of thoughts that generate in the mind. An idea is usually generated with intent but can also be created unintentionally." Business idea to an entrepreneur refers to idea about opportunity or product or a service that he/she can pursue as an enterprise. In Unit 1, "Business Idea", we have discussed about 12 main sources of business ideas for an entrepreneur, monitoring the business environment or scanning the business idea, screening of the business idea selection of workable business idea etc.

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Unit 2, 'Business Idea Generation' is in the form of training module of this training module is an attempt to meet the training needs of any person, particularly those who are involved in small & micro enterprises. Unit 3 is 'Approaches Idea Generation'. In this unit we have discussed about systematic approaches for identifying business opportunities from the environment.

INTRODUCTION TO BLOCK 2

This is the Block 2 of the course MER-003, entitled **"Opportunity Identification".** This Block has four units dealing with Business opportunity identification process. Opportunity Identification is very critical in business process. This Block 2 is divided into four units as under:

Block 2: Opportunity Identification
Unit 4 : Understanding Business Opportunities
Unit 5 : Resource Mapping
Unit 6 : Opportunities Scanning and Identification
Unit 7 : Business Opportunities Identification and Business Plan Preparation

Unit 4 is 'Understanding Business Opportunities' that discusses with 'What is a business opportunity'. This unit will further explain what the steps are involved in opportunity identification and selection process. Unit 5 illustrates how you will do the 'resource mapping' for identifying the business opportunities. Unit 6 describes opportunity scanning while Unit 7 discusses the business opportunity identification and business plan preparation. The content of the unit is the source of the business enterprise idea and the details on Business Plan Preparation.

INTRODUCTION TO BLOCK 3

Block 3 of the course MER-003 is entitled **"Business Plan Preparation".** We have two Units on 'Preparation and Development of Business Plan" (Unit 8 and 9). Unit 8 explains about business plan, significance of a business plan, business process design, plant location, plant layout and production planning and control while Unit 9 discusses about preparation and contents of project report, problems in the preparation of a project report submission and presentation and project appraisal. Another two units on Business Plan feasibility are Unit 10 and 11.

This Block contains four units as under:

Block 3: Business Plan Preparation
Unit 8: Preparation and Development Business Plan-I
Unit 9: Preparation and Development Business Plan-II
Unit 10 : Business Plan Feasibility-I
Unit 11 : Business Plan Feasibility-II

INTRODUCTION TO BLOCK 4

Block 4 of the course MER-003 is entitled **"Case Studies and Activities".** This Block contains five units (Unit 12, 13, 14, 15 and 16). Unit 12 deals with motivational factors influencing individuals to become entrepreneurs, motivation training and group exercises. Unit 13 Entrepreneurial Activities: Overcoming Barriers for Entrepreneurs gives you exposure to the deal with barriers for entrepreneurs. Unit 14 & 15 are related to Generate Your Business Idea (Manual). In the manual, you will find stories of businesses, activities, assessment and action plans. Compare stories (examples) with your own

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business and use them to improve the performance profitability of your business. Practical exercises in the middle of each part that help you to proactively think about the concepts future business. Answering the question will help you to assess your capabilities and readiness to become an entrepreneur. Fill in use the Action plans at the end of some parts. Unit 16 is related with achievement motivation.

This Block consists of five units mentioned as under:

Block 4: Case Studies and Activities
Unit 12: Building Motivation and Commitment
Unit 13: Entrepreneurial Activities: Overcoming Barriers for Entrepreneurs
Unit 14: Generate Your Business Idea-I
Unit 15: Generate Your Business Idea-II
Unit 16: Achievement Motivation

COURSE-4: INTRODUCTION

Welcome to the Course: '**Business Development and Entrepreneurial Competencies (MER-004).'**This course contains the following:

1) Block 1: Entrepreneurial Competencies I
2) Block 2: Entrepreneurial Competencies II
3) Block 3: Business Development and Support Services
4) **Block 4: Case Studies and Activities**

This course is worth 04 credits and altogether the Course has 14 units. In this Course we have introduced Entrepreneurial Competencies, Skills and knowledge. The critical issue in entrepreneurship development is preparing the Entrepreneur himself/herself for the job. The Entrepreneur should be mentally prepared to fall the problems associated with business or establishment of Enterprise. They require knowledge, skills and competencies and also positive attitude to establish and develop the enterprise/business. A case study is an in-depth, detailed examination investigation of a particular case within a real-world context. In this course the cases are drawn from different parts of the country and learners should able to draw the factor contributing to becoming successful entrepreneurs.

INTRODUCTION TO BLOCK-1

Block 1 of this **MER-004** Course is entitled **"Entrepreneurial competencies I"** Forming the introductory Block of this course, this Block consists of 03 units:

Unit 1: Entrepreneurial Competencies
Unit 2: Identification of Entrepreneurial Competencies
Unit 3: Entrepreneurial Assessment Techniques

The **first Unit** "Entrepreneurial Competencies" introduces the subject of entrepreneurial competencies and provides a framework to check the level of entrepreneurial competencies in the respondent. So that it can be properly honed for their development. The**second Unit** is "Identification of Entrepreneurial competencies". In this Unit the Unit writer explained the available tools and techniques to identify entrepreneurial competencies. The unit writer explained the concept withsuitable case studies. The **third Unit** is 'Entrepreneurial Assessment Techniques" In this unit, writer explained the techniques developed by the Bank of Montreal with case studies.

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INTRODUCTION TO BLOCK 2

Block 2 of this **MER-004** Course is entitled **"Entrepreneurial competencies II".** This Block 2-is consist of 03 Unit. The units are as follows:

1) Unit 4: Identification and Selection of Potential Entrepreneurs
2) Unit 5: Successful Women Entrepreneurs- Case Studies
3) Unit 6: Developing Entrepreneurial Qualities: Attitude Competencies and Skills

Unit 4 is titled "Identification and Selection of Potential Entrepreneurs" In this Unit the writer asks the learner "should you be an Entrepreneur?" and the difference between Job Vs Entrepreneurship and the difference between part-time entrepreneurs and full-time entrepreneurs and how to become full time entrepreneurs from part-time entrepreneurs. **Unit 5** of this Block-2 includes Case Studies of Successful Entrepreneurs. The cases are drawn from different parts of this country and learners should able to draw the factors contributing to becoming successful entrepreneurs**. Unit 6** of Block 2 is titled " Developing Entrepreneurial Qualities: Attitudes Competencies and Skills" This unit deals with enterprise and entrepreneurship, advantages of being an entrepreneurs, entrepreneurial competencies and group activity.

INTRODUCTION TO BLOCK-3

Block 3 of this MER-004 Course is entitled **"Business Development and Support Service"** This Block-3 is consist of 04 units which are as follows:

Unit 7: Preparation of the Business Plan
Unit 8: Business Plan Evaluation
Unit 9: Providing Follow Up Support to Potential Entrepreneurs
Unit 10: Designing and Managing Support Services

Unit 7 deals with preparation of the business plan. Once the assessment of the market has been made and the criteria being identified to finalise the site and location, it is time to chart out a business plan which gives a clear idea to optimally utilize the resources to achieve the goals one has set for oneself. **Unit 8** discusses about business plan evaluation. **Unit 9** of this Block is "Providing Follow Up Support to Potential Entrepreneurs" In this Unit the writer discussed the role of mentors and the need of continuous support to the entrepreneurs. **Unit 10** is titled as Designing and Managing Support Service" In this unit the writer discusses the Issues, problems, Response to Enterprise Problems, Scope of Business Development Services, Supports Services required by Small Enterprises, Types of Delivery Mechanisms, Types of payment Mechanisms, who's Who in BDS & their roles and steps to a successful business launch.

INTRODUCTION TO BLOCK 4

Block 4 of this **MER-004** Course is entitled **"Case Studies and Activities".** This Block 4 contains 04 units.
The units are as follows:

1) Unit 11: The Entrepreneur and the Entrepreneurial Competencies: Lessons for theTrainer
2) Unit 12: Identification of Entrepreneurial Skills
3) Unit 13: Business Plan Formulation
4) Unit 14: SWOT Analysis

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Unit 11 begins with a discussion on the characteristics of successful entrepreneurs and the key competencies that need to be fostered. Unit 12 is related to the identification of entrepreneurial skills. Unit 13 explains the importance of business plan formulation, need for business plan, and preparation of business plan. Unit 14 is discusses, how do we perform of SWOT analysis?, significance of carrying out a SWOT analysis of an enterprise, Drawbacks of Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis.

Evaluation

The details of evaluation of each course presented below:

S.No.	Name of the Course/Blocks	Credits	Theory/ Project	Continuous Assessment (Internal)	Term End Exams (External
1st Semester	1.Business Environment	4	Theory	30	70
	2.Fundamentals of Entrepreneurship	4	-do-	30	70
	3.Business Ideations and Opportunity Identification	4	-do-	30	70
	4.Business Development and Entrepreneurial Competencies	4	-do-	30	70

S.No.	Name of the Course/Blocks	Credits	Theory/ Project	Continuous Assessment (Internal)	Term End Exams (External
2nd Semester	5. IPR & Technology Commercialization	2	Theory	30	70
	6.Management of New and Small Enterprises	4	-do-	30	70
	7.Government Initiatives & MSME Development	2	-do-	30	70
	8.Finance & Accounting 9. Project 1	4	-do-	30	70
	9.Project	4	Project	70	30

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2nd Year & 3rd Semester	10. Marketing Management	4	Theory	30	70
	11.Organisational Management and Labour Relations	4		30	70
	12.Start Up, Incubation and Business Ethics	4		30	70
	13.Business Research Methods & Applications	4		30	70
4th Semester	14. IT and Entrepreneurship	4	Theory	30	70
	15.Innovation and Strategic Management	4		30	70
	16.Social Entrepreneurship	4		30	70
	17.Project -2	4	Project	70	30

Evaluation

The evaluation of the performance of the students will be based on continuous evaluation (Assignments) and term end examination in addition to project report evaluation and viva-voce.

Examination		Maximum Marks	Minimum Marks	Weightage
Theory (for theory component, evaluation comprises 03 aspects)	1.Self-evalution Exercises	100	-	Non-credit (No weightage)
	2.Continuous Evaluation *(In the form of periodic compulsory assignments)*	100	50	30% for each course
	3.Term-end Examination(TEE)	100	50	70% for each course
Project *(for project component evaluation comprises **03** aspects) (For 2nd & 4th semester)*	1.Project Proposal/Synopsis Evaluation	100	-	Non-credit (No weightage)
	2. Project Report	100	50	70% for each project report
	3.Evaluation of Performance in Viva-voce Examination	100	50	30% for each viva-voce

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Continuous Evaluation of Theory Component
Assignments

"Assignment is a means of continuing assessment of theory. Assignments will help student to recapitulate the theory and go back to the text again in case students are unable to answer a particular question. Thus assignments also help to reinforce learning. These assignments consist of a set of questions and activities that student will answer at their own pace by referring their blocks. **Assignments should be answered in their own words and should be handwritten and not typed**.

The assignments will cover all types of questions (long answer type, short answer type, objective type, multiple choice questions and case studies). The assignments will carry thirty percent (30%) weightage. Students will be required to obtain fifty percent (50%) marks as pass percentage in each assignment separately. Each assignment will carry 100 marks. In the final result assignments will carry thirty percent weightage.

The main purpose of assignments is to test students' comprehension of the learning materials and reference books for the courses and to help them before to comprehend the courses by providing feed-back to them. If the students have easy access to other books, they should make use of them. But the assignments are designed in such a way as to help them to concentrate on the printed course material, reference books and retrieve their personal experience with some additional readings."

Term-end Examination

"As stated earlier, term-end examination is the major component of the evaluation system and it carries seventy percent weightage in the Final result. The University conducts term-end examination twice a year i.e., in June and December. Student can take the examination only after completion of the course, failing which students can take the same in December or June of subsequent years within the total span of the programme. In case any student fail to get a pass score in the Tern-end Examination, the person will be eligible to reappear at the next Term-end Examination for that course as and when it is held, within the total span of the Programme." Students will be required to obtain fifty percent (50%) marks as pass percentage in each course separately.

Project

Project is yet another important component of MA Entrepreneurship programme in both years. **Successful completion of MERP-001 in first year and MERP-002 in a second year is a pre-requisite for completion of PGDER and MAER programme respectively.** The synopsis has to be prepared by the learner as per the format given in the handbook of project under the guidance of the supervisor. The learner will start the Project data collection only after the approval of the synopsis. The viva-voce for the Project will be held at the Regional centre/Headquarter. Students will be required to obtain fifty percent (50%) marks as pass percentage in each project separately.

Conclusion

Keeping in mind the promotive aspects of self-employment for the people of our country, this programme was developed in ODL mode so that maximum aspirants may get knowledge &training regarding entrepreneurship.

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