

**JAIPURIA INSTITUTE OF MANAGEMENT**

**PGDM ; TRIMESTER I; ACADEMIC YEAR 21-22**

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| Course Code and title | Entrepreneurship - 20701 |
| Credits | 1.5 |
| Term and Year | Term I , 2021 -22 |
| Course Pre-requisite(s) |  |
| Course Requirement(s) |  |
| Course Schedule (day and time of class) | 10 sessions (each of 90 minute duration) |
| Classroom # (Location) |  |
| Course Instructor |  |
| Course Instructor Email |  |
| Course Instructor Phone (Office) |  |
| Student Consultation Hours |  |
| Office location |  |

**1. Course Overview**

Entrepreneurship is one of the most powerful forces to create social and economic mobility because it is opportunity centred and rewards talent and performance. It enables people to pursue and realize their dreams, to falter and to try again and to seek opportunities that match who they are, what they want to be and how and where they want to live. Entrepreneurs do things differently. It is about optimizing the use of various available resources for doing business differently. Many entrepreneurs become celebrities through their success, while some may not be so successful. But there is no doubt that all of them contribute to the spirit of entrepreneurship. Success or not, entrepreneurship is the different experience itself. Nothing is better than doing a business which one likes.

**2. Graduate Attributes (GAs), Key Differentiators (KDs), Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs)**

**Graduate Attributes (GAs)**

GA 1: Self-initiative

GA 2: Deep Discipline knowledge

GA 3: Critical Thinking and Problem Solving

GA 4: Humanity, Team-Building and Leadership Skills

GA 5: Open and Clear Communication

GA 6: Global Outlook

GA 7: Ethical Competency and Sustainable Mindset

GA 8: Entrepreneurial and Innovative

**Key Differentiators (KDs)**

KD 1: Entrepreneurial Mindset

KD 2: Critical Thinking

KD 3: Sustainable Mindset

KD 4: Team-Player

**Program Learning Objectives (PLOs)**

The graduates of the PGDM Program will be able to:

PLO1: Communicate effectively

PLO2: Demonstrate ability to work in teams to achieve desired goals

PLO3: Reflect on business situations and apply relevant conceptual frameworks

PLO4: Evaluate different ethical perspectives

PLO5: Comprehend sustainability issues

PLO6: Exhibit innovative and creative thinking

**Course Learning Outcomes (CLOs):**

CLO1 Visualize the entrepreneurial process

CLO 2: Explore new venture opportunities

CLO 3: Develop a business plan for the same

**3. Mappings**

**Mapping of CLOs with GAs**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GA 1** | **GA 2** | **GA 3** | **GA 4** | **GA 5** | **GA 6** | **GA 7** | **GA 8** |
| Self-initiative | Deep discipline knowledge | Critical thinking & Problem solving | Humility, Team-Building and Leadership Skills | Open and Clear Communication | Global outlook | Ethical competency &sustainable mindset | Entrepreneurial and innovative |
| **CLO 1** |  |  |  |  |  |  |  | X |
| **CLO 2** |  |  |  |  |  |  |  | X |

**Mapping of CLOs with Key Differentiators (KDs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | KD 1  (Entrepreneurial Mindset) | KD 2  (Critical Thinking) | KD 3  (Sustainability Mindset) | KD 4  (Team Player) |
| CLO 1 | X |  |  |  |
| CLO 2 | X |  |  |  |

**Mapping of CLOs with PLOs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 |
| CLO 1 |  |  |  |  |  |  |
| CLO 2 |  |  |  |  |  |  |
| CLO 3 |  |  | I |  |  |  |
| **Total** |  |  |  |  |  |  |

**4. Books and References**

**Text Book**

* Robert D. Hisrich, M. Manimala, Michael P Peters and Dean A Shepherd. (2013), Entrepreneurship (8th ed.), New Delhi: Tata-McGraw Hill (HPS)

### References:

* Jeffrey Timmons and Stephen Spinelli (2009), New Venture Creation: Entrepreneurship for the 21st Century (57th ed.), New Delhi: Tata-McGraw Hill
* Corporate Entrepreneurship & Innovation 3rd Edition by [Michael H. Morris](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Michael+H.+Morris&text=Michael+H.+Morris&sort=relevancerank&search-alias=books) (Author), [Donald F. Kuratko](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Donald+F.+Kuratko&text=Donald+F.+Kuratko&sort=relevancerank&search-alias=books) (Author), [Jeffrey G Covin](https://www.amazon.com/s/ref=dp_byline_sr_book_3?ie=UTF8&field-author=Jeffrey+G+Covin&text=Jeffrey+G+Covin&sort=relevancerank&search-alias=books) (Author) Cengage Publications

**Internet Resources**

* [www.nenonline.org](http://www.nenonline.org): This is the website of the National Entrepreneurship Network (NEN) which includes a lot of study material and resources on various aspects of entrepreneurship
* [www.ted.com](http://www.ted.com): This website contains in numerous innovative business ideas which are successfully implemented.
* [www.entrepreneur.com](http://www.entrepreneur.com): This website contains narrates inspiring success stories of an entrepreneur.

**5. Session Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **Session No.** | **Topic/ Sub Topic** | | **Reading Reference** | | **Pedagogy** | **CLO**  **s** |
| 1 | Introduction to Entrepreneurship, Entrepreneurial  Process | | * *Hirsch & Peters Chapter 1 10th edition* * Entrepreneurial Process – Handout | | Examples / Video/ Exercise | 1 |
| 2 | Distinguishing Entrepreneurship and Intrapreneurship  Introduction to Entrepreneurial Continuum | | *Hirsch & Peters Chapter 2*  *10th Edition* | | Case/ Examples on Intrapreneurship  Discussion | 1 |
| 3 | Idea Generation Exercise Group  Formation/  Recap from Design Thinking | | Free Wheeling Group Discussion Idea Generation Exercise in groups | | Exercise  Framework Discussion | 2 |
| 4 | Industry Analysis Analyze competition  *Segmentation* | | Turner Test Prep/ Company Pg. 439 to 441 Hirsch & Peters 10th edition | | Case Discussion | 2 |
| 5 | *Customer Value Proposition*  Customer Jobs, Pains, and Gains  User Value Proposition of your solution | Value Proposition Canvass [https://www.strategyzer.com/canvas/val](https://www.strategyzer.com/canvas/value-proposition-canvas) [ue-proposition-canvas](https://www.strategyzer.com/canvas/value-proposition-canvas)  Students to download | | Video: Value Proposition and  Assessing  Fit | | 3 |
| 6 | *Opportunity Assessment*  *Plan.* TAM SAM  & SOM concepts | Gourmet to Go Case Hirsch & Peters 10th edition | | Case discussion | | 2,3 |
| 7 | *Business Model Canvas* | ***Ostarwelder Business Model Canvas***  [https://www.strategyzer.com/canvas/busin](https://www.strategyzer.com/canvas/business-model-canvas) [ess-model-canvas](https://www.strategyzer.com/canvas/business-model-canvas)  ***Students to download***  ***Getting your business Idea to business model*** | | Discussion + Video | | 3 |
| 8 | Financing your Venture | How to finance business ideas Various sources of funds available to an entrepreneur and pros and cons of each What investors expect from you | | Check the Profitability of Your Business Idea  Case : Neo Med Technologies , Hirsch and Peters ( Available from library) | | 3 |
| 9 | Teaming | Shared Leadership  Role of a good team in a venture's success; What to look for in a team; How do you ensure there is a good fit? | | Case Nano Gene Technologies HBSP  (Available from library) | | 1 |
| 10 | Group Presentations  ( Format to be provided electronically) | | | | | |

**6. Assessment Tasks**

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| --- | --- | --- | --- |
| **Assessment Component** | **Description** | **Weightage** | **CLOs** |
| MOCC | Entrepreneurship and Risk Taking  *ijaipuria* MOOC | 10% | CLO2 |
| Business Plan  project | Group Project submission (6-8 students per group): Prepare a Business Plan on products/services selected/modified/ Prototypes developed by them. | 40% | CLO 3 |
| Business Plan  Presentation | Group Presentations | 30% | CLO 3 |
| Opportunity Identification Plan | Pls submit your OIP in term of TAM , SAM and SOM with regard to chosen product / service and the corresponding segment. | 20% | CLO2 |

**Rubric for assessing Project submission is given below, rubric for other assessments can be done at the campus level**

**PLO3: Reflect on business situations and apply relevant conceptual frameworks**

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| --- | --- |
| **PLO3: Apply relevant conceptual frameworks to business situations**. | |
| Competencies | Traits/Performance Indicators (PI) |
| Apply knowledge of disciplinary or interdisciplinary theory and frameworks to business situations. | * 1. Gather relevant information and reflect and comprehend business situations.   2. Select and use relevant concepts and frameworks to business situations. |

**Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectation** |
| **Gather Relevant Information and reflect on the business situation** | Struggles to pinpoint the information needed. Gathers information from one source. Minimal evidence of search/selection criteria. Unable to reflect and comprehend the business situation due to poor understanding of required information | Clearly identifies the information required. Gathers information from multiple valid and reliable sources. Evidence of search/selection criteria. Able to reflect and understand the business situation because of the quality of information gathered and synthesized. | Demonstrates a sophisticated understanding of what information is needed.  Gathers extensive information from a variety of valid and reliable sources including journals, texts, etc., specific to the subject. Clear evidence of  search/selection criteria.  Able to reflect and have a holistic view of the the business situation based on extensive information gathered from a variety of sources |
| **Select and Use Relevant Concepts and Frameworks** | Has limited knowledge on selecting and using relevant concepts and frameworks. Requires extensive assistance in selecting relevant concepts and  frameworks. | Selects and uses relevant concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks. | Selects and uses relevant concepts and frameworks. Needs no assistance in selecting relevant concepts and frameworks. |

**7. Academic Conduct**

**Institute’s Policy Statements**

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact.  The learning tasks in this course may include classes (lectures or seminars), required reading, preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

**LMS-Moodle/Impacts**

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lectures, additional reading materials, and tutorial notes to support class participation.

**Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

**Plagiarism**:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

 Cases of plagiarism will be dealt with according to the Plagiarism Policy of the institute. It is advisable that students should read the Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the students can demonstrate that the work is their own and they took reasonable care to safeguard against copying.