School of Management (SoM)

Dr BR Ambedkar University Delhi

Masters of Business Administration (MBA) in Innovation, Entrepreneurship and Venture Development (IEVD)

Programme Structure and Course Outlines

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<tr><th>Year</th><th>Semester</th><th>Credit Breakup</th><th>Courses</th></tr>
<tr><td rowspan="8">First Year (Approved)</td><td rowspan="8">First Semester (20 credits= Core - 8 Credits; Elective - 4 Credits; Skill Development – 2 Credits; Capstone 6 Credits)</td><td rowspan="5">10 Credits in Module – I [Core Credits – 4; Elective – 2; Skill Development Programme - 1 Credit; Capstone – 3 Credits]</td><td>Core - SBP2EV060 Innovation and Business Opportunities</td></tr>
<tr><td>Core - SBP2EV061 Foundations of Entrepreneurship</td></tr>
<tr><td>Elective - SBP2EV070 Startup Environment in India
or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE</td></tr>
<tr><td>SBP2EV080 Skill Based Programme I - Workshops/ Seminars: Design Thinking, Technology and Innovation, Opportunity Mapping</td></tr>
<tr><td>SBP2EV081 Capstone Project-I - Development of a Innovative Business Idea into a Proof-of-Concept - Introduction to Problem Identification and Value Proposition Design</td></tr>
<tr><td rowspan="3">10 Credits in Module – II [Core Credits – 4; Elective – 2; Skill Development</td><td>Core - SBP2EV062 Entrepreneurial Marketing</td></tr>
<tr><td>Core - SBP2EV063 Entrepreneurial Finance</td></tr>
<tr><td>Elective - SBP2EV071 Managerial Economics and Environment in India for Entrepreneurs
or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE</td></tr>
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		Programme - 1 Credit; Capstone – 3 Credits]	SBP2EV082 Skill Based Programme II - Workshops/ Seminars: Visual Thinking, Data Visualization and Representation, Blue Ocean Strategy
			SBP2EV083 Capstone Project-II- Development of Business Idea into working Prototype; Introduction to Design Innovation and Business Model Generation
	Second Semester (20 credits= Core- 4 Credits; Elective - 2 Credits; Skill Development – 2 Credits; Capstone 4 Credits; Action Learning Segment – 8 Credits)	12 Credits in Module –III [Core Credits – 4; Elective – 2; Skill Development Programme - 2 Credits; Capstone – 4 Credits]	Core - SBP2EV064 Entrepreneurial Leadership and Organization Building
			Core - SBP2EV065 Operations and Supply-Chain Management
			Elective - SBP2EV072 Product Design and Development or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE
			SBP2EV084 Skill Based Programme III – Workshops/Seminars: Lean Startup Method, Incubation/ Acceleration Services for Startups, Community Capacity Building for Social Innovation and Enterprise Development
			SBP2EV085 Capstone Project-III: Development of Minimum Viable Business Model of Innovation; With focus on Entrepreneur – Know Thyself; Discovering Your Unique Startup Path
		SBP2EV086 Action Learning Segment 8 (Credits) - Start-up/Incubation Residency Learning Program Internship with Company/ Startup having focus on understanding Market and Customer Research, Business Model Validation, Organization Building, Fund and Resource Mobilization.	
Second Year	Third Semester (18 credits= Core- 6 Credits; Elective - 10 Credits; Skill	9 Credits in Module – IV [Core – 2 Credits; Elective – 6 Credits; Skill Development Programme - 1 Credit]	Core - SBP2EV066 New Venture Establishment & Management
			Elective - SBP2EV073 Data Visualisation and Analytics or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE
			Elective - SBP2EV074 Digital Marketing for New Ventures or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE
			Elective - SBP2EV075 Sales for Founders

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<tr><td rowspan="9"></td><td rowspan="7">Development Programme – 2 Credits)</td><td rowspan="2"></td><td>or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE</td></tr>
<tr><td>SBP2EV087 Skill Based Programme IV – Workshops/Seminars: Quick Prototyping, Revenue-Profit-Impact Modeling, Discovering Your Unique Startup Path</td></tr>
<tr><td rowspan="5">9 Credits in Module – IV [Core – 4 Credits; Elective – 4 Credits; Skill Development Programme - 1 Credit]</td><td>Core - SBP2EV067 Venture Growth Strategies</td></tr>
<tr><td>Core - SBP2EV068 Leveraging Technology for Business</td></tr>
<tr><td>Elective - SBP2EV076 Managing Small and Family Business
or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE</td></tr>
<tr><td>Elective - SBP2EV077 IPR for Entrepreneurs
or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE</td></tr>
<tr><td>SBP2EV088 Skill Based Programme V Workshops/Seminars: Go-to-Market Strategy, Return on Investment, Sustainable Development</td></tr>
<tr><td rowspan="2">Fourth Semester (18 Credits =Skill Development Programme – 2 Credits and Action Learning – 16 Credits)</td><td colspan="2">SBP2EV089 Skill Development Programme VI - 2 Credits
Workshops/ Seminars
Investment Readiness, Pitching for Venture Capital, Equity Share, Partnership and Stakeholder Management</td></tr>
<tr><td colspan="2">SBP2EV090 Action Learning Segment II– 16 Credits Venture Development
Focus: Building of Prototype/ Pilot Launch, Testing and Feedback Integration and Mobilization of Resources</td></tr>
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Semester 1 – Slot 1
Innovation and Business Opportunities (2 Credits) - Core

Course Details:

A. Summary
Whether in the realm of commercial entrepreneurship or social entrepreneurship, organizations increasingly need people that understand the creative process, know how to manage creative professionals, and can develop an organizational climate that fosters innovation. This course focuses on creativity and innovation, examining the interplay between creativity, organizational processes and systems, and successful innovation. The course also covers aspects related to identification of business opportunities, analysis of complex business problems and generation of possible solutions to the problems. Throughout the course we explore tools and techniques for fostering individual and group creativity, management practices that foster (or inhibit) innovation, methods for developing and evaluating ideas for new products, services, and the business models to execute these ideas, and principles and practices for leading innovation.

B. Objectives
The course will equip students to:

- Understand the significance of creativity and innovation
- Develop a perspective of what organizational attributes lead to a creative/innovative culture
- Learn skills that foster/enhance capacity to be creative/innovative
- Experience the dynamic nature of entrepreneurial process, from the idea generation stage to the collection of information and further refinement of the original idea.
- Determine the feasibility of the business concept through industry, market, trend and economic analysis.

C. Expected Learning Outcomes

- On the successful completion of the course students would be able to
- Critically analyse theories of innovation and creativity
- Develop skills to recognize, identify, test and exploit opportunities
- Analyze complex business problems
- Generate and evaluate possible solutions to the problems

D. Overall structure:
Some of the topics that we will cover in the course include:
I. Creativity and Innovation
II. Fostering creativity and innovation
III. Recognizing Opportunities and Generating Ideas
IV. Feasibility, Industry and Competitive Analysis

I. Creativity and Innovation

This unit covers aspects related to importance of creativity and innovation as a determinant of success. The recognition of innovation and creativity as deep habit as well as modern management imperative along with selected definitions of innovation and creativity would be discussed. The role of creativity and innovation in both established business and entrepreneurial context and contrasts to related terms in invention, commercialisation would be dealt here. This will also address the myths of innovation and creativity – heroic innovator, creative muse, linear model of innovation and inability of established businesses to be creative and innovative. Ethical issues in creativity would also be discussed in this unit.

Reading(s)

i. Michalko, M. (2001). Cracking creativity: The secrets of creative genius. Ten Speed Press.

ii. Chapter 1 - Proctor, T. (2018). Creative problem solving for managers: developing skills for decision making and innovation. (5th ed.). Routledge.

iii. Baucus, M. S., Norton, W. I., Baucus, D. A., & Human, S. E. (2008). Fostering creativity and innovation without encouraging unethical behavior. Journal of Business Ethics, 81(1), 97-115.

II. Fostering creativity and innovation

The theme of this unit is how to foster creativity and innovation for the entrepreneurial journey of the participants. This will be dealt via idea generation and creativity techniques including – Brainstorming, Six thinking hats, Mind mapping, Theory of Inventive Problem Solving (TRIZ) Synectics, Design thinking, Morphological analysis, Method of focal objects. They will also be briefed about the models and methods of assessing creativity through Remote Associates Test, Divergent thinking (DT) tests and Torrance Tests of Creative Thinking. This would be followed by an introduction to nature of ideas – idea generation, demand pull ideas and supply push ideas as well as to the complexity of ideas - Simultaneous discovery, Recombination Imitation, Innovation as design trade off.

Reading(s):

i. Vogel, T. (2014). Breakthrough thinking: A guide to creative thinking and idea generation. Simon and Schuster., J. C., Russell, C. M., & Plucker, J. A. (2013). Models and methods of assessing creativity in The Oxford handbook of child psychological assessment (edited by Saklofske, D. H., Schwean, V. L., & Reynolds, C. R.) Oxford University Press.

ii. Amabile, T. M. & Kramer, S. J. (2011). The power of small wins. Harvard Business Review, 89 (5), 70-80. https://hbr.org/2011/05/the-power-of-small-wins 24

iii. Amabile, T. M. & Kramer, S. J. (2010) What really motivates workers (#1 in breakthrough ideas for 2010). Harvard Business Review, 88:1, 44-45. https://hbr.org/2010/01/the-hbr-list-breakthrough-ideas-for-2010.

iv. Moehrle, M. G. (2005). How combinations of TRIZ tools are used in companies–results of a cluster analysis. R&D Management, 35(3), 285-296. Useful sites – www.aitriz.org

III. Recognizing Opportunities and Generating Ideas

This unit focusses on the importance of understanding the difference between ideas and opportunities. This unit also discusses approaches entrepreneurs use to spot opportunities – observing trends, solving a problem, finding gaps in the market place; as well as factors or conditions in the external environment that may result in opportunities – economic forces, social forces, technological advances and political and regulatory changes. The techniques for generating ideas are also covered here – Brainstorming, Focus Groups, Secondary Search.

Reading(s):

i. Chapter 2 of Barringer, B. R. and Ireland, R.D. (2016). Entrepreneurship: Successfully launching new ventures (5th ed.) Pearson Education India.

IV.Feasibility, Industry and Competitive Analysis

This unit covers the importance of feasibility analysis which is required prior to developing a business model in discerning the merits of a business idea. The four key area of Feasibility analysis include - Product/Service Feasibility, Industry/Target Market Feasibility, Organizational Feasibility and Financial Feasibility. The tools for Industry and Competitive Analysis including Porters Five Forces Model and Competitive Analysis Grid would be dealt in detail.

Reading(s):

i. Chapter 3 and 5 of Barringer, B. R. and Ireland, R.D. (2016). Entrepreneurship: Successfully launching new ventures (5th ed.) Pearson Education India

Semester 1 – Slot 1
Course: Foundations of Entrepreneurship (2 Credits) - Core

Course Details:

A. Summary
This course touches on many topics that are explored in more detail in other course offerings. It is an introduction to the subject and covers a wide range of topics, such as The nature and importance of entrepreneurship; forms of entrepreneurship; the entrepreneurial process; the entrepreneurial mind; creativity, ideas and innovation; screening entrepreneurial opportunities; identifying resources to support entrepreneurial activities; feasibility planning.

B. Objectives
The course will help students to
- Examine entrepreneurial behaviour & characteristics associated with successful entrepreneurship
- Comprehend the process of entrepreneurship
- Assess the potential of an opportunity and to determine its viability practical, social and commercial implications
- Illustrate how to attract resources including finances to exploit an identified opportunity

C. Expected Learning Outcomes
On the successful completion of the course students would be able to:
- Identify the social and economic impact of entrepreneurs to society
- Understand and apply entrepreneurial theory
- Recognize, evaluate and provide viable solutions to opportunities
- Create a business model canvas that ties to one specific opportunity

D. Overall structure:
The course, carrying 2 credits, comprises of three units.

Unit I: Nature and Importance of Entrepreneurship
This Unit begins with a discussion around the question "What is entrepreneurship", and the role of entrepreneurs in creating an economic and social impact worldwide. The students will develop an understanding of the frameworks, successful approaches and the vocabulary of entrepreneurship. Students will be introduced to various theories of entrepreneurship, and a formal understanding of terms such as ideas, opportunities, risk and uncertainty. Topics on form of entrepreneurial organisations, the role of institutions (including government) in promoting and facilitating entrepreneurship, especially in the Indian context will also be covered in this Unit.
Readings:
Select chapters from the following books, in addition, cases and readings from the Harvard Business School Publishing Repository will be shared with the session plan

i. Timmons, J. and Spinelli, S. (2017). New Venture Creation: Entrepreneurship for the 21st Century. McGraw Hill Education
ii. Mitra, J. (2020). Indian Entrepreneurship and Innovation: The Current State of Affairs. Springer.
iii. Shukla, M. (2020). Social Entrepreneurship in India: Quarter Idealism and a Pound of Pragmatism. Sage Publications.

Unit II: The Entrepreneurial Mindset

In this Unit, the students will discuss the Entrepreneurial mindset and paradoxes, the factors hypothesized by as affecting the likelihood of entrepreneurial pursuit by individuals, and factors that prevent others from becoming entrepreneurs – geographical, historical, cultural, society, values etc. The unit will cover topics from the organisational behaviour discipline such as Personality, Attitudes, Perception, Motivation and the need for Achievement Motivation. This unit will also discuss the challenges, risks and risk mitigation strategies entrepreneurs must consider and address, in making decisions and trying to achieve business results with limited time, resources and insufficient information. An important aspect of this is appreciating the importance of experimentation and learning from unsuccessful experiments.

Readings:

i. Basham, G., Irwin, W., Nardone, H., Wallace, J. (2011). Critical Thinking: A Students Introduction (4 th ed.). McGraw Hill.
ii. Drucker, P. (2006). Innovation and Entrepreneurship: Practices and Principles. Harper Collins.

Unit III: Entrepreneurial Process

In this Unit, the students will conceptualise and explore the entrepreneurship process phases, and describe the constituent elements of each phase. The students will Learn how to recognize an opportunity, identify gaps in the market and learn how to exploit this market opportunity. Thereafter, they will learn tools and techniques to evaluate opportunities for new businesses, determine resources needs and strategies to acquire resources, evaluate forms of Financing. Students will be engaged in the process of idea generation, collaborating in teams and figuring out team roles, brainstorming on ideas generated, developing ideas into opportunities, identifying the target market, conducting the analysis of the competitive environment, conducting a feasibility and viability analysis for the idea, financial and other resources planning and building a business canvas using these elements.

Reading(s):

i. Hisrich, R.D., Manimala, M.J., Peters, M.P., Shepherd, D.A. (2017). Entrepreneurship, 9 th Edition. McGraw Hill Education.

Semester 1 – Slot 1
Course: Skill Based Programme 1 (1 Credit) - Core

Course Details

A. Summary
The course will cover three main aspects namely; Design Thinking, Technology and Innovation and Opportunity Mapping. Each subject shall be dealt separately through conducting a workshop/ seminar and would encourage the participants to engage with active learning, interactions and exposure to real-life case studies. The course is a part of the Outside Classroom Learning Component of the programme and would feature engagement at several junctures with different themes already identified and mentioned in the curriculum. Each given theme of the course is expected to build a desirable trait felt as a necessary part of entrepreneurial training and thus helping participants to be more realistic and application oriented in their respective journeys.

B. Objectives
The course will help students to:
- Understand concept of design thinking, appreciate how technology may be used to leverage innovation and develop skills related to identifying opportunities for useful intervention and value development
- Appreciate various focus areas and processes necessary for any kind of innovation
- Get to know a few success stories where the above concepts have been meaningfully used in a commercial/ entrepreneurial context.

C. Expected Learning Outcomes
On the successful completion of the course students would be able to
- Explain the concept and process of design thinking, identify ways in which technology is used towards better innovation and undertake viable opportunity mapping
- Begin to apply design thinking at relevant occasions, identify points for desirable innovation and problem solving and scan technological paradigms for better solution finding to given challenges

D. Overall structure:

Workshop/ Seminar I: Design Thinking
Design thinking is emerging as one of the accepted methods for meaningful innovation especially in contexts related to business and entrepreneurship. It is also seen as a more inclusive and simplified way that could be learnt and practiced almost by anyone without the need of any technical background or expertise. This will include introduction to the fundamentals of design thinking including various steps to the process of useful innovation. A learning by doing approach shall be adopted to initiate building a practical skill to use design thinking wherever required.

Workshop/ Seminar II: Technology and Innovation

Use and integration of technology in any new idea is essential for bringing greater viability, scale and efficiency especially in all business and entrepreneurial contexts. At several occasions innovations in technology itself presents radically new solutions to existing problems and thus opportunities for business and enterprise building. The unit shall collate and share interesting examples from the entrepreneurial world where technology has been instrumental towards new value creation and business and thus provide a foundation to imagine such application in future endeavours for the students.

Workshop/ Seminar III: Opportunity Mapping

Most often, it is assumed that new ideas originate from a genius mind in a mysterious and unexplained manner. Such an outlook has made many young entrepreneurs ignore hard realities and move on with more fanciful and dreamy propositions that are hard to sustain the tests of viability and actual desirability in the market. This unit intends to emphasize innovation based on discovering and identifying real needs and problems of people and how such an approach is fundamental to better business and building competitive advantage in the marketplace. Based on selected examples, the students shall be encouraged to develop a practical ability towards identifying relevant problems where there is greater desirability for solution finding among a given focus group of people.

Suggested Readings

- Brown, T. (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. United States: HarperCollins e-books.
- Mootee, I. (2013). Design Thinking for Strategic Innovation: What They Can't Teach You at Business Or Design School. United States: Wiley.
- Lokitz, J., Solomon, L. K., Pijl, P. [. (2016). Design a Better Business: New Tools, Skills, and Mindset for Strategy and Innovation. Germany: Wiley.

Semester 1 Slot 1
Course: Capstone Project – 1 (3 Credits) - Core

Course Details:

a. Summary

The most primary and essential building block of any business venture is having the right value proposition. All other concerns of an enterprise such as resources, activities, cost structures, marketing and delivery channels or revenue models are built around the key value offering. However, developing a meaningful value proposition is not merely an outcome of creative imagination or intellectual genius but lies in discovering the real needs and pains of people intended to be served. The process requires a deep understanding of various aspects of the concerned focus group and an organized approach to sort out and put together the critical findings into an interesting mix of goods and services to define a proposition that is desirable, feasible and also viable. The project intends to take the student through this process in a practical and applied manner. Students would be expected to select a particular problem area of their choice to provide a concrete and real-life context for research and testing. Along with field and studio oriented work, the students would be introduced to concepts of primary and secondary research, methods of engaging and interacting with related people and groups and tools for opportunity mapping and value proposition design.

b. Objectives

i. To orient the student to a research based approach to innovation especially in the context of visualizing desirable, feasible and viable Value Propositions for new business ventures
ii. To familiarize the students to various theoretical concepts, tools and techniques related to problem identification, opportunity mapping and value proposition design.

c. Expected Learning Outcomes

On the successful completion of the project (course) students would be able to:
1. Use and apply the Value Proposition Design Canvas.
2. Lead and conduct field research and hold meaningful interactions with prospective users/ customers/ buyers/ focus groups, in context of their intended offerings.
3. Connect value proposition to the overall plan of a given business venture, in a rationalized manner.
4. Appreciate the relevance of research in understanding a particular matter and how that enables better innovation and solution finding.

d. Overall structure

Unit 1: Introduction to Value Proposition
The unit will introduce the concept of Value Proposition and its significance as a central building block of any business idea. Case studies and examples would be discussed to explain the impact of a well-designed value proposition, on the overall quality of any business plan. The unit will also include understanding the interconnectedness between a value proposition and its recipient as well as other essential building blocks of a business plan. Tools and methods

to profile a prospective recipient shall be introduced, while discussing related terms such as user/ buyer/ beneficiary/ customer/ consumer/ client/ etc., within the context of the nature of a given business. The unit will introduce design tools such as the Value Proposition Canvas and the Business Model Canvas and how to use the same to visualize a business idea.

Unit 2: Understanding Recipient/ Customer Needs
The unit will include introduction to various tools for capturing recipient/ customer oriented insights such as User Journey Map, Empathy Map, Persona Characterization, Interviewing, etc., in an applied and practical manner. The unit will also focus on identifying ideas for possible interventions and designing value propositions based on understanding the real needs and pains of selected focus groups that may lead to viable business opportunities.

Unit 3: Finding the Right Business Model
The unit will dive deeper into the aspect of interconnectedness between value proposition and other essential components of the business model canvas and explore alternatives to find the most suitable action plan with respect to a student's business idea. The unit will also discuss issues of customer desirability and technical feasibility within the broader framework of business viability vis-à-vis value proposition designed by respective student. It is expected that the unit will emphasize an iterative process to explore and build many perspectives and approaches to business visualization around a given value proposition.

Unit 4: Testing Value Proposition The unit will focus on how to reduce the risks and uncertainties of a given idea for new and improved value proposition. This will include understanding and deciding 'what to test' and 'how to test' in a systematic manner, before bringing the business model together for implementation. What to test will emphasize gathering evidence showing what recipients/ customers care about as well as showing if recipients/ customers care about how a value proposition intends to address their needs and pains. This will be followed by gathering evidence showing that the new value proposition is likely to work within the larger business plan visualized by the student.

Unit 5: Evolving Value Proposition and Business Model The unit will discuss the use of value proposition and business model canvas as a shared language to create alignment through out every part of an organization while it continuously evolves. The unit will include methods to measure and monitor the new value propositions and business models once they are operational in the market and in order to keep reinventing and improving a business venture.

Reading(s):
1. Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2015). Value proposition design. Campus Verlag. ISBN 978-81-265-5307-5
2. Van Der Pijl, P., Lokitz, J., & Solomon, L. K. (2016). Design a better business: new tools, skills, and mindset for strategy and innovation. John Wiley & Sons. ISBN 978-81-265-6508-5
3. Liedtka, J., King, A., & Bennett, K. (2013). Solving problems with design thinking: Ten stories of what works. Columbia University Press. ISBN 97-80-231-16356-9

4. Belsky, S. (2010). Making ideas happen: Overcoming the obstacles between vision and reality. Penguin. ISBN 978-81-541-8441-12 5. Berger, W. (2014). A more beautiful question: The power of inquiry to spark breakthrough ideas. Bloomsbury Publishing USA. ISBN 978-81-632-8610-54

Semester 1 Slot 1
Course: Start-up Environment in India (2 Credits) – ELECTIVE

Course Details:

A. Summary
In recent years, entrepreneurial start-ups have been receiving increased attention in many parts of the world. In India, the number of start-ups are also fast increasing and wider support is becoming available particularly from govt. as well as private and non-govt. agencies. This course attempts to investigate the current state of the Indian start up ecosystem and has three goals: to provide an understanding of the growth drivers and motivations of Indian start up founders; identify challenges facing these start-ups; and outline the pillars in place that support them. The course would provide a comprehensive understanding of both the growth drivers as well as the challenges faced by Indian start-ups. Further, the course will focus on how the start-up ecosystem has developed over the years and where and which kind of support is available, including technology-driven start-ups, non-tech, social and micro-entrepreneurs that are constantly coming up with innovative ideas and solutions.

B. Objectives
The course will help students to
- Understand the key drivers responsible for origin and growth of entrepreneurial start-ups in India.
- Be oriented to and appreciate the main challenges for start-ups and early stage entrepreneurs, in the country and how these have been overcome successfully.
- Get to know the variety of support systems, infrastructure and facilities available in the country today, to promote and back entrepreneurial activities.

C. Expected Learning Outcomes
- On the successful completion of the course students would be able to:
- Identify and explain the key drivers responsible for the start-up culture and its growth in India.
- Relate issues, concerns and limitations that currently surround the start-up environment in the country and need to be faced during the early stages of enterprise building.
- Prepare plan to seek necessary support and facilities available from various agencies for starting and accelerating business ventures.

D. Overall Structure

Unit I: Start-Ups in India: Opportunities and Growth Drivers
Start-ups do not exist in a vacuum but are part of a broader business environment. Thus, the growth drivers of the Indian start up ecosystem need to be understood in the context of various factors and the unit will include: earlier economic reforms and current market trends, as well as the impact of technological change and changing attitudes on the part of government, large

companies, and society overall. This unit will describes the five key opportunities and growth drivers which are identified as; Scope and Characteristics of the Indian Market, Technological Change, Increased Political Will and Govt. Support, Openness to Innovation in the private Business Sector and Changing Perceptions towards Entrepreneurship. This unit will also provide an Overview of Indian Economy- structure and current state, drivers and Policy implications; and deliberations will be held around social and cultural dimensions that act as key drivers in unpacking an entrepreneurial ecosystem at a given location.

Unit II: Challenges There are typical challenges that start-ups all over the world struggle with. Certain obstacles, however, are more peculiar to the Indian business environment. India is often described as a harsh environment for start-ups. This unit outlines the five key challenges facing Indian start-ups and will include discussions on Building and Scaling an Indian Star-Up, Diversity and Divide Between Solution Providers and Users, Market Penetration and Low Willingness to Pay, Non-availability of Competent HR and Complex Regulatory Environment.

Unit III: The State of the Indian Start-Up Ecosystem Besides the entrepreneurs themselves, the start-up ecosystem consists of various stakeholders, including incubators and accelerators, investors, service providers, educational and research institutions, and big companies. This unit describes how the Indian start up ecosystem has evolved, and where and what kind of support has become available to start-ups. The unit is further distributed in two sections as described below:
Section 1: Evolution of the Indian Start-up Ecosystem and Geography of Start-up Support.
Section 2: Core Ecosystem Actors and Support Provided including i. Institutional Incubators and Accelerators and ii. Elements of Start-up Support such as Office Space and Infrastructure, Business Support and Mediation, Funding and Assistance with Fundraising.

Readings

- Iyer, R. (2019). Innovation Ecosystem in India : How India is building a mature start up ecosystem that will shape its economy and its future. Notion Press. ISBN 978-16-647- 3366-22
- Deorah, K. (2015). The Golden Tap: The Inside Story of Hyper Funded Indian Start-ups. Lotus. ISBN 978-93-519-4166-8

Semester 1 – Slot 2

Course: Entrepreneurial Marketing (2 Credits) – Core

Course Details:

A. Summary

This course focuses on the practical application of key marketing concepts and methods specifically relevant to entrepreneurial ventures. Students will study and discuss cases focusing on the marketing survival strategies of successful entrepreneurs and learn about the marketing challenges of entrepreneurial ventures from assigned readings, class discussions, and guest speakers. Each class session will cover components of the marketing plan for an entrepreneurial venture, making comparisons on how the strategies differ from traditional marketing. A major project required in the course is the development of marketing inventions for actual entrepreneurial ventures. Students will also review books and publications covering current entrepreneurial strategies and present key issues to the class. This course examines the marketing process and components of a successful marketing strategy for starting and growing a successful entrepreneurial venture. Students learn about the evolving practice of marketing and the potential for entrepreneurial thinking. Focal points range from issues with conventional marketing paradigms to the development of marketing strategy in the digital age.

B. Objectives

The course will help students to

- Explain marketing foundations of entrepreneurial business practice
- Apply appropriate marketing theories, frameworks and concepts to entrepreneurial contexts 3. Evaluate and criticise existing marketing activities in entrepreneurial practice based on marketing theories and concepts
- Design/create effective entrepreneurial marketing strategies that produce sustainable competitive advantages for ventures

C. Expected Learning Outcomes On the successful completion of the course students would be able to:

Explain the theories underpinning entrepreneurial marketing and apply them to practice. Analyse and solve entrepreneurial marketing problems.

Develop, communicate and justify a marketing plan for a start-up or an entrepreneurial firm.

D. Overall structure:

The course is divided into four main parts, which cover the following topics:

1. Foundation of strategic and entrepreneurial marketing: (re)defining marketing, the marketing organization, marketing and the other functions, marketing and entrepreneurship, marketing and the search for new markets, defeating marketing myopia, etc. (Unit I)

2. A forward-looking marketing planning process: new ideas in value-based planning, linking marketing to financial outcomes, marketing and cash flow, new trends in market analysis, market research for market creation, evolution of new markets and product diffusion, etc. (Unit I and II)

3. Key issues in strategy selection and identification: new approaches to market segmentation, positioning strategies for market creation, growth strategies, game-changing strategies, tools and techniques for new market creation, consumer relevancy in strategy development, strategies for declining and hostile markets, etc. (Unit III and IV)

4. Entrepreneurial marketing tactics: digital and online marketing, forward-looking product design, product features and added value, the service-dominant logic, how to build a strong brand from scratch, competing on loyalty, etc. (Unit V)

Unit I: Marketing in an Entrepreneurial Context (Marketing Plan Stage I) The unit covers the following aspects: Purpose of Marketing for the new venture; Acquisition, Retention, and Enhancement of Business with Customers; Creating and Delivering Customer Value; Marketing as an Integral Part of Business; Evolution of Marketing Concept; Marketing Myopia; Market Orientation and Business Profitability; Role of Innovation on the Market Orientation and Performance Relationship; Delivering Profitable Value; Marketing Challenges; and Social Marketing Concept.

Unit II: Finding and Evaluating the Right Marketing Opportunity (Marketing Plan Stage II) The topic covers the following aspects: Marketing Environment: Demographic, Economic, Political, Legal, Socio cultural, Technological environment (Indian context); Competitor Analysis: Identifying Competitors, Strategic Groups, Sources of Potential Competitors, Components of Competitor Analysis, Value Chain and Competitive Activities, Competitive Strength Grid, Market Analysis: Objectives of Market Analysis, Dimensions of Market Analysis, Porter’s Five Forces Driving Market Profitability, Opportunities and Threats analysis, Marketing Research.

Unit III: Understanding Customers (Marketing Plan Stage III) The topic covers the following aspects: The Rise of Consumer Democracy, Stimulus Response Model of Consumer Behaviour, Buyer’s Cultural, Social, Personal, and Psychological Characteristics particularly in Indian context, Consumer Buying Decision Process, Business Customer’s Buying Decision Process, and Traditional vs. Experiential Marketing’s View of Customer.

Unit IV: Segmentation, Targeting and Positioning (Marketing Plan Stage IV) The topic covers the following aspects: Definitions Fundamental Factors for Effective Market Segmentation, Segmentation Bases and their Classifications, Limitations of Segmentation Bases, Importance of Value/Benefit Based Segmentation, Key Elements of Segmentation Process, Segmentation Dilemma and Solutions. Selection of Market Segments and Developing Competitive Marketing Strategy, Factors for Selecting Market Segments; Generic Business Strategies;

Value Disciplines to Gain Market Leadership, Customers' Resulting Experiences; Complete Value Proposition; Positioning; and Profit-Centric Business Design.

Unit V Marketing Mix decisions for a new venture (Marketing Plan Stage V) After covering background principles that steer and inform key strategic marketing issues in earlier units, this unit introduces tactical marketing issues for a new venture. Tactical marketing issues are those actions a venture takes to implement its marketing strategy. This unit will cover following aspects: Marketing Mix Strategy, Product Management: New Product Development, Brand Management, Pricing Decisions: Determinants of Price, Pricing Methods (Non-mathematical treatment), and Adapting Price, Pricing Strategies, Promotion Decisions: Factors determining promotion mix, Promotional Tools, Publicity and Personal Selling. Designing and Managing Marketing Channels, E-Marketing, Digital Marketing, Personal Selling, and Retailing. Marketing Channel Decision: Channel functions, Channel Levels.

Readings

i. Chaston, I. (2017). Entrepreneurial Marketing: Sustaining Growth in All Organisations. (2nd ed.) Macmillan International Higher Education.

ii. Crane, F. G. (2012). Marketing for entrepreneurs: Concepts and applications for new ventures. Sage Publications.

Additional Readings

- Biswas A K (2017) Strategic Market Management, Managing Markets for profit and growth, Notion Press
- Keller, Paramerwaran, Jacob: Strategic Brand Management 4 th edition; Pearson Education
- Schmitt, B. (2000). Experiential marketing. Bilbao: Deusto.
- Kumar, N. (2004). Marketing as Strategy: Understanding the CEO's Agenda for driving Growth and Innovation. Harvard Business Review Press.
- Treacy, M., & Wiersema, F. (2007). The discipline of market leaders: Choose your customers, narrow your focus, dominate your market. Basic Books.
- Treacy, M. (2005). Double-digit Growth: How Great Companies Achieve It--No Matter what. Penguin.
- Capon, N. (2007). The marketing mavens. Crown Business.
- Dadwal, S. S., Jamal, A., Harris, T., Brown, G., & Raudhah, S. (2020). Technology and Sharing Economy-Based Business Models for Marketing to Connected Consumers. In Handbook of Research on Innovations in Technology and Marketing for the Connected Consumer (pp. 62-93), IGI Global
- Flatten, T.C. 'How entrepreneurial firms profit from pricing capabilities: an examination of technology-based ventures', Entrepreneurship Theory and Practice, 39(5) 2015, pp.1111–36.

Semester 1 Slot 2

Entrepreneurial Finance (2 Credits) – CORE

Course Details

A. Summary

The Entrepreneurial Finance course prepares participants to be competent in accounting and finance management skills necessary for an Entrepreneur. This course imparts basic financial knowledge needed in conceptualising and operating start-ups to entrepreneurs or would-be entrepreneurs. It also aims to enable entrepreneurs and would-be-entrepreneurs to understand the "language of finance" and successfully make all the decisions related to the financial management of their businesses and start-ups planned.

B. Objectives

This is a foundational finance course for the budding entrepreneurs and will essentially help them develop a good grounding in finance & accounting and enable them to make 'optimal utilization of their firms' financial resources and build sound investment decision skills. The course is model-based and IT driven and emphasizes on learning through assignments and projects. Application of the tools and techniques using empirical data would be a frequent practice during the course.

C. Expected Learning Outcomes

On the successful completion of the course participants would be able to apply the knowledge and skill set achieved to a wide variety of real-world situations spanning personal finance, corporate decision-making and financial intermediation. The participants will thus learn how to apply the finance tools to evaluate their projects (which might be at the ideation stage) in terms of the investments as well as financing decisions involved and the exit strategies available.

D. Overall structure:

Some of the topics that we will cover in the course include:

I. Introduction to Entrepreneurial Finance:

Basic Lessons; Introduction and Objectives of entrepreneurial finance; Profit vs. Wealth Maximization; Time Value of Money; Importance of Accounting and Finance for Entrepreneurs; Accounting and Finance as an information system.

Readings

1. Leach, J. C., & Melicher, R. W. (2015). Entrepreneurial finance (5th ed.). South-Western Cengage Learning, ISBN 978-1-285-42575-7
2. Lasher, W.R. (2018). Financial management Principles and Practice (6 th ed.) Cengage Learning.
3. Selected articles, case studies and other readings will be assigned to the participants, time to time.

II. Reading and Understanding the Financial Statements:
The Investment & Financing Side of Business. Introduction to Financial statements: Balance sheet, Profit and Loss Account and Cash Flow Statements. Techniques for the appraisal of Long term investment decisions: NPV, IRR, Payback etc.; Estimating Project Cash Flow; Cost of Capital and Required Return.
Readings
1. Anthony, R. N., Hawkins D. and Merchant K. A. (2013) Accounting Text and Cases (13th ed.). Tata McGrawHill.
2. Leach, J. C., & Melicher, R. W. (2015). Entrepreneurial finance (5th ed.). South-Western Cengage Learning, ISBN 978-1-285-42575-7
3. Lasher, W.R. (2018). Financial management Principles and Practice (6th ed.) Cengage Learning.
4. Selected articles, case studies and other readings will be assigned to the participants, time to time.

III. Financial Statement Analysis:
Understanding the bigger picture. Analysis of financial Statements: Tools of analysis-Ratio Analysis, Trend Analysis, Comparative Statements and Common size Statement Analysis.
Readings
1. Anthony, R. N., Hawkins D. and Merchant K. A. (2013) Accounting Text and Cases (13th ed.). Tata McGrawHill.
2. Leach, J. C., & Melicher, R. W. (2015). Entrepreneurial finance (5th ed.). South-Western Cengage Learning, ISBN 978-1-285-42575-7
3. Lasher, W.R. (2018). Financial management Principles and Practice (6th ed.) Cengage Learning.
4. Selected articles, case studies and other readings will be assigned to the participants, time to time.

IV. Working Capital for Business:
Principles of working capital: Determinants; Current Asset financing; Operating Cycle and Cash Cycle; Estimation of working capital requirements; emerging trends in working capital financing.
Readings
1. Leach, J. C., & Melicher, R. W. (2015). Entrepreneurial finance (5th ed.). South-Western Cengage Learning, ISBN 978-1-285-42575-7
2. Lasher, W.R. (2018). Financial management Principles and Practice (6th ed.) Cengage Learning.
3. Selected articles, case studies and other readings will be assigned to the participants, time to time.

V. Relevant Costs, CVP Analysis, Budgeting Control:
Cost Behavior, Concept and importance of Relevant costs in managerial decision making: Make or buy decisions, replacement decisions, special order decisions, outsourcing, add or

drop a product; Sunk Costs. Cost Volume profit Analysis: Concept of breakeven point, contribution margin & margin of safety, CVP relevance in decision making. Budgeting, Strategic planning and Variance Analysis: How budgets are prepared: Fixed, Flexible, Cash Budget and Master Budgets.

Readings

1. Anthony, R. N., Hawkins D. and Merchant K. A. (2013) Accounting Text and cases, 13th ed., Tata McGraw Hill.
2. Colin, D. (2014) Management and Cost Accounting, 8th ed. Cengage Learning India.
3. Horngren, C. T., Datar S. M., and Rajan M.V. (2014) Cost Accounting, 15th ed., Pearson Education.
4. Jiambalvo, J. (2012), Managerial Accounting, 6th ed. John Wiley & Sons.
5. Kaplan R. S. & Anthony A. A., (1998) Advanced Management Accounting, 3rd ed. Pearson Education.
6. Ronald W. H., Ramesh G., and Jaydev M., (2008) Managerial Accounting, 7th ed., Tata McGraw Hill.
7. Selected articles, case studies and other readings will be assigned to the participants, time to time.

Additional Readings

1. Rogers, S., & Makonnen, R. (2014). Entrepreneurial Finance and Business Strategies for the Serious Entrepreneur. McGraw Hill, ISBN 978-0-07-182539-9
2. Gibbons, G., Hisrich, R. D., & DaSilva, C. M. (2014). Entrepreneurial finance: A global perspective. Sage Publications. ISBN 978-1-4522-7417-1.
3. Keith A. Allaman (2007) Modelling Structured Finance Cash Flows. John Wiley &Sons Inc. ISBN 978- 0-470-04290-8.
4. Tjia, J. S. (2009). Building financial models. McGraw-Hill. ISBN 978-0-07162-126-7.
5. Pignataro, P. (2013). Financial Modelling & Valuation. Wiley Finance Series. ISBN 978-1-118- 55876-8.
6. Pinto, J. E. (2020). Equity asset valuation (3rd ed.). John Wiley & Sons. ISBN 978-1-119-10426-1.

Semester 1 Slot 2

Managerial Economics and Environment in India for Entrepreneurs (2 Credits) – ELECTIVE

Course Details:

A. Summary
This course provides an introduction to a broad range of economic concepts, theories and analytical techniques. It considers both microeconomic and macroeconomic concepts and their applications in decision making.

B. Objectives
The course will equip students to:

- Familiarize students with basic concepts of economics
- Understand and predict the economic forces shaping real-world business decisions
- Develop and strengthen overall analytical skills of economic decisions
- Examine how incentives affect and are affected by entrepreneurship in economic systems

C. Expected Learning Outcomes

- On the successful completion of the course students would be able to
- Demonstrate the use of economics to analyse entrepreneurial markets and behaviours
- Display an understanding of public policy and constraints on entrepreneurs
- Analyse and present an analysis of policies for encouraging entrepreneurship
- Take appropriate decisions based on policy and constraints on entrepreneurs

D. Overall structure:
Some of the topics that we will cover in the course include:
I. Introduction to Economics
II. Theory of Consumer Choice
III. Theory of Cost and Production
IV. Market Structures
V. Decision Making under uncertainty
VI. Determination of Income and Employment
VII. Money Markets
VIII. Fiscal and Monetary Policy
IX. International Linkages

I. Introduction to Economics: In this unit, the participant will be exposed to the scope and method of economics, the economic problem of scarcity and choice, production possibilities and opportunity cost. They will be introduced to microeconomic concepts of demand, supply, market equilibrium, price controls and price ceilings. This unit will also deal with macroeconomic concepts of National Income, Unemployment and Inflation.

Readings:

Chapter 1 of Mankiw, N. G. (2020). Principles of economics. (8th ed.) Cengage Learning.

II. Theory of Consumer Choice

This unit deals with how consumers make decisions about what to buy through concepts – Law of Demand, Marginal and Average Revenue, Elasticity of Demand, Utility, Indifference Curves, Budget Constraint

Readings:

Chapter 5, Chapter 21 of Mankiw, N. G. (2020). Principles of economics. (8th ed.) Cengage Learning.

III. Theory of Cost and Production

In the unit, the participants will be exposed to concepts about fixed costs, variable costs, marginal costs, average costs, total costs, costs in the short run and long run as well as Economies and Diseconomies of scale, Economies of scope, learning curves. This unit will cover aspects related to production function, returns to variable factor, stages of production, returns to scale, optimization.

Readings:

Chapter 13 of Mankiw, N. G. (2020). Principles of economics. (8th ed.) Cengage Learning.

IV. Market Structures

In this unit, the salient features of different market structures – Perfect Competition, Monopoly, Monopolistic Competition will be discussed. The participants will also be exposed to the different mechanisms of determination of Equilibrium across different market structures.

Readings:

Chapter 14,15,16,17 of Mankiw, N. G. (2020). Principles of economics. (8th ed.) Cengage Learning.

V. Decision Making under uncertainty

This unit examines how economic agents make decisions under conditions of uncertainty – expected utility, risk aversion, utility paradoxes and rationality, information and informational decisions

Readings:

Chapter 1 and 5 of Bikhchandani, S., Hirshleifer, J., & Riley, J. G. (2013). The analytics of uncertainty and information. (2nd ed.) Cambridge University Press.

VI. Determination of Income and Employment

This unit will begin with aspects of measuring national income, cost of living, Keynesian model for two sectors; Fiscal Policy in Keynesian Framework; Interest Rates and investment; The IS (investment-saving curve) and movements in the curve with changes in fiscal policy

Readings:

Chapter 23 and 24 of Mankiw, N. G. (2020). Principles of economics. (8th ed.) Cengage Learning.
Chapter 2 and 10 of Dornbusch, R., Fischer, S., & Startz, R. (2018). Macroeconomics. (13th ed.) Tata McGraw Hill.

VII. Money Markets
This unit will address aspects of Money Markets - Components of Money; The Financial System; Money Market Equilibrium; The LM curve; Determination of Interest Rates and Output in an ISLM Framework; Quantity Theory of Money
Readings:
Chapter 11 of Dornbusch, R., Fischer, S., & Startz, R. (2018). Macroeconomics. (13th ed.) Tata McGraw Hill.

VIII. Fiscal and Monetary Policy and AD-AS Model
In this unit, the discussion will revolve around the instruments of monetary and fiscal policy and effect on output and interest rates in the economy. This unit will cover how equilibrium is achieved in the goods and the money markets and what happens when prices are flexible; Aggregate Demand Curve; Long run and Short run aggregate supply curves; short run and long run equilibriums; Inflation – causes, types and consequences. This unit will also look at policy where emphasis is laid on taxation and government allocation for schemes to encourage entrepreneurial activities.
Readings:
Chapter 5,6 and 12 of Dornbusch, R., Fischer, S., & Startz, R. (2018). Macroeconomics. (13th ed.) Tata McGraw Hill.

IX. International Linkages
In this unit, aspects related to Exchange rates - Fixed and Flexible Exchange Rate Regimes; Relationship between Exchange Rates and Domestic Prices and Interest Rates; Fiscal and Monetary Policy in an Open Economy; Balance of Payments would be discussed. The unit will also look into the role of International Capital Flows in the form of Foreign Direct Investment and Foreign Institutional Investment on the Start-up Environment.
Readings:
Chapter 13 and 23 of Dornbusch, R., Fischer, S., & Startz, R. (2018). Macroeconomics. (13th ed.) Tata McGraw Hill.

Semester 1 Slot 2

Course: Capstone Project – II (3 Credits) – CORE

Course Details:

A. Summary

The project would focus on preparing a tentative business model using and exploring creative processes, around the value proposition drafted during the capstone project I. Students shall be introduced to a number of techniques and tools from the world of design that can help to design a better and more innovative business model. Considering that the objective of innovation in a business is to extend the boundaries of thought to generate new options and ultimately create value for users, the project would attempt to enable the students with tools and attitudes of the design profession, towards successful business model generation. The project intends to take the student through this process in a practical and applied manner. Students would be expected to carry out assignments to understand and practice creative thinking techniques and its application to design business models and subsequently, refine their respective business ideas for setting up new ventures. The work done by the students shall be taken for critical observations and feedback from working professionals and experts in order to make the output more suitable for real-life implementation at a later date.

B. Objectives

- To build a mind-set to be innovative in any problem solving activity and develop an explorative attitude when working towards new possibilities.
- To develop an ability to put together diverse information and understanding gained about a subject, into an action and application oriented framework, especially to do with business and venture development.
- To learn to use the Business Model Canvas for visualizing new or existing propositions related to business and enterprise development.

C. Expected Learning Outcomes

On the successful completion of the project (course) students would be able to:

- Understanding of the concepts of creative thinking tools of design discipline and their significance in a variety of business and non-business situations.
- Apply the creative thinking tools of design discipline to generate and innovate business model.
- Use and apply the Business Model Canvas to imagine and visualize new possibilities.

D. Overall structure

Unit 1: Need for Innovation in Business

The unit will discuss the significance and nature of innovation needed to respond to the present rate of change, arguably faster than ever before. Businesses have been most affected by, the recent disruptions in technology and social communication. As a result, proven management tools and techniques are being questioned for their validity and effectiveness. Most were designed for a very different world and operate based on organizational designs well beyond their best-before date. Through sharing of case studies, relevant examples as well as crash assignments, the unit would encourage critical reflections and debates on how the older mind-sets are failing and fresh explorations and approaches are necessary.

Unit 2: Design Tools and Attitudes
The unit will introduce the students to explore design tools and techniques such as Customer Insight, Ideation, Visual Thinking, Prototyping, Storytelling and Scenarios. Introduction to each technique would also include demonstration of how the same is to be applied to business model design. The unit will also include introduction to some of the essential attitudes related to design profession and how these attitudes complement a creative output while using the design tools and techniques.

Unit 3: Applied Design Thinking for Business Model
The unit will take the students to apply the design tools and techniques, to their respective business models and develop the same to a higher degree of clarity and conclusiveness. The work done by the students will be presented to industry experts and professionals for observations and feedback. The students will be expected to integrate the feedback received through various forums, into their individual projects before moving further.

Readings:
1. Mootee, I. (2013). Design thinking for strategic innovation: What they can't teach you at business or design school. John Wiley & Sons. ISBN 978-81-265-7269-4
2. Osterwalder, A., & Pigneur, Y., (2011). Business Model Generation. Wiley. ISBN 978-81-245-3367-1
3. Brown, T. (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation full. Harper Collins. ISBN 978-0-06-233738-2 68
4. Kelly, T. & Kelly, D. (2013). Creative Confidence. Currency. ISBN 978-0-00-759251-2
5. Fisher S. & Duane, J. (2016). The Start-up Equation. McGraw-Hill Education . ISBN-13 978-93-5260-195-0

Semester 1 Slot 2

Course: Skill Based Programme II (1 Credit) – CORE

Course Details

A. Summary

The course will cover three main aspects namely; Visual Thinking, Data Visualization and Representation, and Blue Ocean Strategy. Each subject shall be dealt with separately through conducting a workshop/ seminar and would encourage the participants to engage with active learning, interactions and exposure to real-life case studies. The course is a part of the Outside Classroom Learning Component of the programme and would feature engagement at several junctures with different themes already identified and mentioned in the curriculum. Each given theme of the course is expected to build a desirable trait felt as a necessary part of entrepreneurial training and thus helping participants to be more realistic and application oriented in their respective journeys.

B. Objectives

The course will help students to

- Understand concept of visual thinking to solve complex problems
- Appreciate Data Visualisation and Representation techniques
- Get to know about Blue Ocean Strategy

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

- Use communicate strategies more clearly by visualising key takeaways
- Give presentations that stand out and simplify complex systems using visualisations
- Customise their message to different audiences and learn how to use tools to create their pitching material

D. Overall structure:

Workshop/ Seminar I: Visual Thinking

Visual thinking encompasses a variety of techniques for representing ideas using words and symbols. These diagrams appeal to both the right and left sides of the brain, allowing them to convey both meaning and context. Words are often imprecise and open to interpretation by the audience, which often clouds the problem definition and solution-finding processes. Transferring this information to paper in a more symbolic form helps to make these pieces – and the relationships between them – more understandable. As a result, teams can often develop better and faster solutions using visual thinking techniques. Therefore such techniques can be used to communicate information faster and with greater impact to today's post-literate audiences. This has become an essential skill for aspiring entrepreneurs who need to engage with a variety of audiences both internally and externally to the organisation.

Workshop/ Seminar II: Data Visualization and Representation

This workshop builds on the primary idea of visual thinking which the participants have been introduced to in the first workshop and takes it a step further. Data visualization is the graphical representation of information and data. By using visual elements like charts, graphs, and maps, data visualization tools provide an accessible way to see and understand trends, outliers, and patterns in data. In the world of Big Data, data visualization tools and technologies are essential to analyse massive amounts of information and make data-driven decisions. Such a tool will be handy when the participants are introduced to courses such as product design and development, which count on basic understanding of product markets and use the tools of market research for better product and service customization and customer mapping.

Workshop/ Seminar III: Blue Ocean Strategy

Blue ocean strategy is the simultaneous pursuit of differentiation and low cost to open up a new market space and create new demand. It is about creating and capturing uncontested market space, thereby making the competition irrelevant. It is based on the view that market boundaries and industry structure are not a given and can be reconstructed by the actions and beliefs of industry players. Blue ocean strategy is contrasted with red ocean strategy which looks at competition in existing markets. Given this programme on Entrepreneurship, the emphasis through the blue ocean strategy is on new industries where there are ample opportunities for both new demand and rapid, uncontested growth.

Readings

Brand, W. (2017). Visual Thinking: Empowering People and Organisations through Visual Collaboration. BIS Publishers. UK.

Vora, S. (2019). The Power of Data Storytelling. Sage Publications India Pvt. Ltd.

Kim (2015). Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant. Harvard Business Press.

Semester 2 – Slot 1

Entrepreneurial Leadership and Organisation Building (2 Credits) – CORE

Course Details:

A. Summary:
This is a core course for post graduate students of MBA (IEVD). With this course the participants will be introduced to the fundamental elements of leadership in the specific context of a new growing organization which is evolving. The course will expose participants to the theories, concepts, and practices related to successful leadership and the essential task of leading the founding team to smoothly hand over the reins to an independent management team which is capable of running a growing organization which is looking to scale up operations.

B. Objectives
This course aims to develop an understanding of the need for good and sound leadership in a growing entity which is looking to become an organization. The challenges of leading an entrepreneurial venture are specific and exclusive to the nature of the organization which often starts with a very small team which has to be ambidextrous. Expertise and education is required to handle the demands of a growing organization which eventually needs to be resourced to handle a scaled up level of operations through an extended team with clearly defined roles and responsibilities.

C. Expected learning outcome:
After the completion of this course the students should be able to:

- Understand the demands of entrepreneurial leadership
- Identify the different styles and characteristics of entrepreneurial leadership
- Through self-awareness be able to build leadership capabilities and realise that they are core building blocks for setting up a successful organisation
- To be able to understand the challenges of successful transition from the founding team to professional management

D. Overall structure:

Unit 1: Fundamentals of Entrepreneurial Leadership (EL)
This unit will introduce the participant to the fundamental concepts and theories of Entrepreneurial Leadership including its definition. By introducing the history of EL, the context of EL will be able to be better understood along with its specific challenges.
Readings:

- Chapter 1.3-1.4 from core text Kumar (2012)
- Chapter 9 from core text Greenberg (2011)
- Chapter 6 from core text Mastrangelo (2015)
- Chapter 4 from core text Mosey (2017)

Unit 2: Understanding EL

The unit will use notable examples of EL to help the participant understand the complexities of EL. They will also be introduced to the qualities, characteristics and attributes of the entrepreneurial leader. Cognitive ambidexterity is the hallmark of the entrepreneurial leader.

Readings:

- Chapter 1.6 and 1.8 from core text Kumar (2012)
- Chapter 1 from core text Greenberg (2011)

Unit 3: Leadership Styles and Self Analysis

This unit will introduce the participants to the key leadership styles in practice and encourage them to be an entrepreneurial leader. Through considered self study, the participants will be encouraged to build entrepreneurial thinking and devise their EL strategy with emphasis on SEER considerations.

Readings:

- Chapter 3 and 4 from core text Chopra and Meindl (2019)
- Chapter 2 from core text Mosey (2017)
- Chapter 4 and 8 from core text Greenberg (2011)
- Chapter 7 and 8 from core text Mastrangelo (2015)

Unit 4: Handling transition and organisation building

This unit will cover discussions on planning the transition for an evolving entity which is scaling up operations to become a sound organisation. The challenges of handing over management and hand over of responsibilities from the founding team to a professional management will be highlighted. Resourcing with the right people and team building is essential for long term sustainability of the organisation led by an Entrepreneurial Leader to ensure a future beyond their personality.

Readings:

- Chapter 1.5 from core text Kumar (2012)
- Chapter 1 and 5 from core text Mosey (2017)
- Chapter 5 from core text Mastrangelo (2015)

Core texts:

I. Mastrangelo, A. (2015). Entrepreneurial Leadership: A Practical Guide to Generating New Business. United States: ABC-CLIO.

ii. Kumar, A. (2012). Entrepreneurship: Creating and Leading an Entrepreneurial Organization. India: Pearson Education India.

iii. Mosey, S., Noke, H., Kirkham, P. (2017). Building an Entrepreneurial Organisation. United Kingdom: Taylor & Francis.

iv. Greenberg, D., McKone-Sweet, K., and Wilson, H. J. (2011). The New Entrepreneurial Leader: Developing Leaders Who Shape Social and Economic Opportunity. Ukraine: Berrett-Koehler Publishers

Semester 2 Slot 1

Product Design and Development (2 Credits) – ELECTIVE

Course Details:

A. Summary:
This is a core course for post graduate students of MBA (IEVD). With this course the participants will be introduced to the fundamental elements of product design and development. The course will expose participants to the need, procedure, problems and practices related to design of products and services and apply them to a broad range of application domains and industries.

B. Objectives The focus of this course on Product Design and Development and its integration with marketing, design, and manufacturing functions of the firm in creating a new product.

C. Expected learning outcome:

- After the completion of this course the students should be able to:
- Be competent with a set of tools and methods for product design and development.
- Show confidence in their own abilities to create a new product.
- Build awareness of the role of multiple functions in creating a new product (e.g. marketing, finance, industrial design, engineering, production).
- Develop the ability to coordinate multiple, interdisciplinary tasks in order to achieve a common objective.
- Reinforce specific knowledge from other courses through practice and reflection in an action-oriented setting.
- Develop enhanced team working skills.

D. Overall structure:

Unit 1: Introduction to the basics of product design
This unit will introduce the participant to the concept of the product with details on product design and product management. Understanding will be built on the product life cycle and its implications for product design and improvement.
Readings:

- Slack, L. (2010). What is Product Design? Switzerland: RotoVision.
- Tichkiewitch, S., Niemann, J. (2009). Design of Sustainable Product Life Cycles. Germany: Springer Berlin Heidelberg.

Unit 2: Basics of Product Conception
The unit will cover Product Conception and Strategy built on the strong base of relevant market research. Product ideation will be elaborated and analysed. Thereafter the second stage of Concept creation and selection will be discussed. This then leads up to prototype development.

Readings:

- Morris, R. (2009). The Fundamentals of Product Design. Switzerland: Bloomsbury Academic.
- Wenzel, A. M. (2012). The Entrepreneur's Guide to Market Research. United States: ABC-CLIO.
- Entrepreneurship: Development Tendencies and Empirical Approach. (2018). Croatia: IntechOpen.

Unit 3: The Design process

This unit will introduce the participants to the core of the module- the design process. Design thinking will be used to understand relevant concepts like user experience and agile product development. The importance of Physical and Cognitive Ergonomics and Quality Function Deployment will be demonstrated.

Readings:

Prettenthaler, M., Heufler, G., Lanz, M. (2020). Design Basics: From Ideas to Products. Germany: Arthur Niggli Verlag.

Unit 4: Product Launch

This unit will cover the Product Launch including the importance of Branding and getting the pricing right. It is imperative that the prospective entrepreneur is able to monetise their innovation by using the appropriate launch strategy

Readings:

- Duffy, S. (2014). Launch! The Critical 90 Days from Idea to Market. United Kingdom: Little, Brown Book Group.
- Aulet, B. (2013). Disciplined Entrepreneurship: 24 Steps to a Successful Start-up. Germany: Wiley.

Unit 5: Marketing

In the last segment the participant is introduced to the Marketing strategies that they need to bear in mind with issues of Segmentation. One of the marketing mediums like digital marketing is discussed.

Readings:

Crane, F. G. (2012). Marketing for entrepreneurs: Concepts and applications for new ventures. Sage Publications.

Ruzzier, M. K., Ruzzier, M., & Hisrich, R. D. (2013). Marketing for entrepreneurs and SMEs: A global perspective. Edward Elgar Publishing.

Core texts:

- Bessant, J., & Tidd, J. (2007). Innovation and entrepreneurship. John Wiley & Sons. Min, H. (2015).
- Entrepreneurship: Development Tendencies and Empirical Approach. (2018). Croatia: IntechOpen.

- Crane, F. G. (2012). Marketing for entrepreneurs: Concepts and applications for new ventures. Sage Publications.
- Nijssen, E. J. (2014). Entrepreneurial Marketing: An Effectual Approach. United Kingdom: Taylor & Francis.
- Prettenthaler, M., Heufler, G., Lanz, M. (2020). Design Basics: From Ideas to Products. Germany: Arthur Niggli Verlag

Semester 2 Slot 1

Operations and Supply Chain Management (2 CREDITS) – CORE

Course Details:

A. Summary:
This is a core course for post graduate students of MBA (IEVD). With this course the participants will be introduced to the fundamental elements of operations and supply chain management. The course will expose participants to the concepts, principles, problems and practices related to design, analysis and improvement of operational and supply chain capabilities, and apply them to a broad range of application domains and industries.

B. Objectives
This course aims to develop an understanding of the operations and supply chain management discipline, and its role in achieving competitive advantage for any organization. Concepts and issues related to planning, design and management of processes and activities required to transform resources into goods and services within and between organizations will be discussed. The course will also focus on developing an appreciation for the interaction of operations and supply chain management with other management functions in the organizations.

C. Expected learning outcome:
After the completion of this course the students should be able to:

- To discuss functions of operations management, and interaction between O&SCM with other business functions.
- To discuss and analyse issues related to O&SCM strategy and drivers, and process selection, planning and design.
- Discuss the fundamentals of sourcing, inventory management and supplier relationship management.
- Describe components and characteristics of a demand forecasting and apply basic demand forecasting models.

D. Overall structure:

Unit 1: Introduction to operations and supply chain management
This unit will introduce the participant to functions of O&SCM, scope of activities under operations and supply chain, flows in O&SCM, transformation processes, difference with respect to manufacturing and services, historical evolution and present trends.
Readings:

- Chapter 1 from core text Chopra and Meindl (2019)
- Chapter 1 from core text Min (2015)

Unit 2: Operations and supply chain strategy
The unit will cover strategic planning for operations and supply chains, core competencies, order winners and order qualifiers, positioning the firm – competing on cost, speed, quality and flexibility, strategic planning process.
Readings:

- Chapter 2 from core text Chopra and Meindl (2019)
- Chapter 2 from core text Min (2015)
- Chapter 1 from core text Russell and Taylor (2015)
- Case Study: Supply chain strategy at TCL multimedia, Ivey Publishing

Unit 3: Operations and Supply Chain Drivers and Distribution Networks
This unit will introduce the participants to the primary and secondary drivers of operations and supply chain performance including – facilities, inventory, transportation, information, sourcing and pricing; role of distribution in the supply chains and design options for a distribution network.
Readings:

- Chapter 3 and 4 from core text Chopra and Meindl (2019)
- Case Study: Seven Eleven Japan, Kellogg School of Management

Unit 4: Production Systems
This unit will cover discussions on planning premises in process design – push and pull processes, MTS, MTO, and ATO, process planning – mass, continuous, batch and job-shop production, productivity and performance, economics and diseconomies of scale.
Readings:

- Chapter 6 from core text Russell and Taylor (2015)
- Video Case: Coopers Bakery

Unit 5: Facility Planning
Types of facilities, facility location decisions, multi criteria location analysis, facility layout decisions, layout types – product, process, cellular, fixed location, office and warehouse layouts.
Readings:

- Chapter 7 and supplement 7 from core text Russell and Taylor (2015)

Unit 6: Demand Forecasting
This unit will cover role of forecasting, components and characteristics of a forecast, basic demand forecasting models, and measures of forecasting errors.
Readings:

- Chapter 7 from core text Chopra and Meindl (2019)
- Chapter 4 from core text Min (2015)
- Case Study: Chinese pharmaceuticals (HK) limited: effective forecasting for optimal inventory management, HBS

Unit 7: Inventory Management

This unit will cover the elements of Inventory Management – types of inventory, costs of inventory, bullwhip effect, inventory classification models, and inventory management systems – continuous and periodic review, basic economic order quantity model.

Readings:

- Chapter 10 and 11 from core text Chopra and Meindl (2019)
- Chapter 5 from core text Min (2015)
- Lee, H. L., Padmanabhan, V., & Whang, S. (1997). The bullwhip effect in supply chains. MIT Sloan management review, 38(3), 93.

Unit 8: Supplier Selection and Relationship Management

Role of sourcing, in-house or outsource decisions, managing relations with suppliers, types of relations, total cost of ownership

Readings:

- Chapter 15 from core text Chopra and Meindl (2019)
- Chapter 8 from core text Min (2015)
- Case Study: Liker, J. K., & Choi, T. Y. (2004). Building deep supplier relationships. Harvard business review
- Wagner, S. M., & Boutellier, R. (2002). Capabilities for managing a portfolio of supplier relationships. Business Horizons, 45(6), 79-79.

Core texts:

- Chopra, S., and Meindl, P. (2019). Supply Chain Management: Strategy, Planning and Operation. 7th Edition, Pearson Education.
- Min, H. (2015). The Essentials of Supply Chain Management: New Business Concepts and Applications. FT Press.
- Russell, R.S. and Taylor B.W. (2015), Operations Management, 8th Edition, Wiley India Pvt. Ltd

Additional readings:

- Bowersox, D.J., Closs, D.J., Cooper, M.B. and Bowersox, J.C. (2018). Supply Chain Logistics Management. 4th Edition, McGraw Hill Education.
- Handfield R.B., Monczka, R.M., Giunipero, L.C. and Patterson, J.L. (2012). Sourcing and Supply Chain Management. 5th Edition, Cengage Learning
- Lee, W. B. (2012). Creating Entrepreneurial Supply Chains: A Guide for Innovation and Growth. J. Ross Publishing.
- Levi, D.S., Kaminsky, P., Levi, E.S., and Shankar, R. (2019). Designing and Managing the Supply Chain: Concepts, Strategies, and Case Studies. 3rd Edition, Tata McGraw Hill.
- Mahadevan B. (2015), Operations Management: Theory and Practice, 3 rd Pearson Education

SEMESTER 2 SLOT 1

Skill Based Programme – III (2 Credits) – CORE

Course Details:

A. Summary

The course will cover three main aspects namely; Lean Start-up Method, Incubation/ Acceleration Services for Start-ups and Community Capacity Building for Social Innovation and Enterprise Development. Each subject shall be dealt with separately through conducting a workshop/ seminar and would encourage the participants to engage with active learning, interactions and exposure to real-life case studies. The course is a part of the Outside Classroom Learning Component of the programme and would feature engagement at several junctures with different themes already identified and mentioned in the curriculum. Each given theme of the course is expected to build a desirable trait felt as a necessary part of entrepreneurial training and thus helping participants to be more realistic and application oriented in their respective journeys.

B. Objectives

The course will help students to

- Discover early on the viability of their business model
- Understand the incubation services available and how to access them
- Discover their social responsibility and appreciate how community capacity building can be facilitated through social innovation and enterprise development

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

- Take a step forward towards a viable business model which is socially responsible if possible
- Have the requisite knowledge to access incubation services and centres

D. Overall structure:

Workshop/ Seminar I: Lean Start- up Method

The Lean Start-up provides a scientific approach to creating and managing start-ups and to get a desired product to the customers' hands faster. The Lean Start-up method teaches you how to drive a start-up-how to steer, when to turn, and when to persevere-and grow a business with maximum acceleration. It is a principled approach to new product development. Too many start-ups begin with an idea for a product that they think people want. They then spend months, sometimes years, perfecting that product without ever showing the product, even in a very rudimentary form, to the prospective customer. When they fail to reach broad uptake from customers, it is often because they never spoke to prospective customers and determined whether or not the product was interesting. When customers ultimately communicate, through their indifference, that they don't care about the idea, the start-up fails.

Workshop/ Seminar II: Incubation/Acceleration Services for Start-ups
This workshop builds on the knowledge shared during the course' start up environment' in India and seeks to share input on the currently available incubation services and centres which prospective entrepreneurs can access and which are suitable to their individual business ideas.

Workshop/ Seminar III: Community Capacity Building for Social Innovation and Enterprise Development
Entrepreneurship can make an important contribution to sustainable development by driving economic growth, promoting productive capacity, employment and decent work to eradicate poverty. By helping to improve social conditions and contributing to addressing environmental challenges, as well as engendering inclusive outcomes for disadvantaged groups, including the poor, women and youth, entrepreneurs can be socially responsible. By studying examples of how building local productive capacities by promoting entrepreneurship in inclusive and sustainable value chains through skills-upgrading programmes and other initiatives can help, candidates will be better informed and positioned to adapt their business ideas for social change and demonstrate their social and ecological responsibility.

Readings

- Ries, E. (2017). The Lean Start-up: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. United States: Currency.
- Lean Start-up: How to Apply the Lean Start-up Methodology to Innovate, Accelerate, and Create Successful Businesses. (2020). (n.p.): SD Publishing LLC.
- Capacity Building in Developing and Emerging Countries: From Mindset Transformation to Promoting Entrepreneurship and Diaspora Involvement. (2019). Germany: Springer International Publishing.
- United Nations Conference on Trade and Development. UNCTAD annual report, 2015 (Entrepreneurship for productive capacity building). New York : United Nations.

SEMESTER 2 SLOT 1

Capstone Project – III (4 Credits) – CORE

Course Details:

A. Summary
The project would focus on preparing a quick pilot or prototype based on the conceptual business proposition developed by each student in Capstone II. The project is expected to push a student towards making their respective ideas more concrete, seek customer feedback on the field, validate their value proposition and thus identify their particular roadmap to execute a business model. The project is also expected to be complementary to the components of 'Outside Classroom Learning' and 'Action Learning' courses that are meant to provide inputs for setting-up and running of an enterprise through appropriate field exposure.

B. Objectives

- To understand the idea of a Minimum Viable Product.
- To develop an ability to visualize and build a prototype or run a pilot based on particular Value Proposition.
- To learn to take feedback and use the same to further refine and validate the Value Proposition and the Business Model developed earlier.

C. Expected Learning Outcomes

- On the successful completion of the project (course) students would be able to:
- Understanding of the concept of Minimum Viable Product and ability to develop the same.
- Ability to visualize and develop a quick prototype or a pilot based on a given Value Proposition.
- Understanding the criticality of customer feedback and using the same to validate and build a conceptual Value Proposition.

D. Overall structure

Unit 1: Minimum Viable Product
This unit focuses on the concept of the minimum viable product and integrates the previous learning developed through modules like lean start-up methodology and Capstone II to help prepare a roadmap for the future modules which will focus on real development of the envisaged product/ service.

Unit 2: Quick Prototyping and Piloting Techniques
Students will be introduced to various prototyping and piloting techniques, which will extend the learning from the product design and development course as well as introduce specific piloting techniques which will be a gateway to the action learning segment in the next slot and

its focus on customer feedback. By familiarising themselves with the variety of methods, students will be able to equip themselves with superior knowledge that can be the lynchpin for sound decision making in business development

Unit 3: Prototype and Pilot Development

This time is devoted to the practical aspects of prototype development leading to the visualisation and metamorphosis of physical product. It will also be used to firm up the pilot protocol based on the specifics of the product. Much of the time will be spent in the design studio, with a trial and error method trying to get the prototype ready.

Unit 4: Feedback Integration and Value Proposition Validation

This is critical time in this unit because it emphasises the value of continuous engagement with market and customer expectations and how to feed this feedback towards successful product development. This has also been emphasized in previous modules and deliverables. Through continuous testing and market/customer validation, the final value proposition will be developed and sought to be validated.

Readings:

- Bland, D. J., Osterwalder, A. (2019). Testing Business Ideas: A Field Guide for Rapid Experimentation. United Kingdom: Wiley.
- Watkinson, M. (2017). The Grid: The Decision-making Tool for Every Business (Including Yours). United Kingdom: Random House.
- Kumar, V. (2012). 101 Design Methods: A Structured Approach for Driving Innovation in Your Organization. United Kingdom: Wiley.

SEMESTER 2 SLOT 2

Action Learning Segment – I (8 Credits) – CORE

Course Details:

A. Summary
The course is envisioned as a Start-up/Incubation Residency Learning Program through a Summer Internship with Company/ Start-up.

B. Objectives
The course will help students to get real time exposure to how start-ups operate by closely engaging with both their micro and macro environment. This practical experience will allow them to apply their classroom learning to real life problem and use this understanding to sharpen both their technical/managerial and conceptual skills which will equip them to be better positioned in the second year with respect to the development of their business model.

C. Expected Learning Outcomes

- On the successful completion of the course students would be able to:
- Understanding Market and Customer Research
- Develop skills and understanding for their own Business Model Validation
- Appreciate Organization Building requirements and skills
- Be able to comprehend the complexities of Fund and Resource Mobilization

D. Overall structure:
Students will be associated with a Start- up or a young company and be assigned a faculty and industry mentor. During the course of the internship they will be required to maintain a weekly log of their learning and record the tasks assigned, tasks completed and their learning from the same including challenges faced if any.
They will also be invited for a mid-term review (to ensure progress) and have a final report submission and presentation. The report may be of any of the below mentioned formats like a Management case study; In – depth study of a particular aspect or function; Sectoral analysis. The purpose of the report is to document and demonstrate their intense and focussed learning through the opportunities provided by this action learning segment. They will also need to furnish an internship completion certificate from the organisation as well as a get a feedback and evaluation form completed from their supervisor/ industry mentor.

Readings

- McGill, I., Brockbank, A. (2003). The Action Learning Handbook:Powerful Techniques for Education, Professional Development and Training. United Kingdom: Taylor & Francis.
- Revans, R. (2012). ABC of Action Learning. United Kingdom: Ashgate Publishing Limited.

- Pedlar, Mike (2016). Action Learning in Practice. (2016). United Kingdom: Taylor & Francis.

SEMESTER 3 SLOT 1

New Venture Establishment and Management (2 Credits) – CORE

Course Details:

A. Summary
This course draws from many topics that are explored in more detail in other course offerings. Building on the understanding developed of entrepreneurship in general and the entrepreneurial mind-set in particular alongside the ideation process, the next step of feasibility is explored and established. After due appreciation of the various risks, the legal aspects and financial challenges, the final business model is sought to be built.

B. Objectives
The course will help students to
- Comprehend the next steps required beyond ideation for new venture establishment
- Understand and use tools for conducting legal, financial and risk assessment
- Build the basic business model

C. Expected Learning Outcomes
On the successful completion of the course students would be able to:
- Identify the possible legal challenges and their sound redressal
- Understand the implications of inadequate financial planning
- Conduct a thorough risk assessment for their business plan
- Develop their own business model, unique to their idea

D. Overall structure:
Unit I: Ideation and Opportunity Evaluation
This Unit essentially sums up and lays down the concrete output to be derived from the first year of study by outlining the final idea and its 360-degree evaluation. A thorough understanding of the product/ service offering, its prototype development, customer expectations and market research should have built confidence with respect to the business idea and product/ service. Once it has been established that the opportunity is worth investing in, the final steps towards business establishment are outlined and explained.
Ideation Process, Actors and Models; Strategies for Opportunity Identification: The Creative Process; Strategies for Evaluating Opportunities: The Assessment Process; Market research

Unit II: Planning
In this Unit, the students will discuss how to capitalize and operationalize on the business idea which presents a unique market opportunity. The focus will be on strategy and building an operating plan. The opportunity evaluation sessions will build understanding on feasibility of the opportunity from both a market and technology perspective as well as include an articulation of the sustainable competitive advantage, appreciation of the core team which will

help realise this plan as well as identification of the risk/ reward profile of this opportunity vis a vis the capital and resource commitment. The detailed understanding of strategy will focus on elaboration of the four core aspects including the proposed companies' position with respect to its place in the value chain as well as other existing and potential customers. The objectives and milestones of the company should be clearly outlined. Basic understanding with respect to the target market and customers as well as the business model is also revised and conclusively documented. Lastly, planning also includes developing a detailed operating plan covering the major functional areas of the business as well, which define and drive the financial performance of the company. The comprehensive operating plan is a combination of many plans and forecast on various functional areas.
Planning as an ongoing activity central to entrepreneurship; Need for planning; Strategic entrepreneurship perspective- Target customer, Business model, Segmentation, Targeting and Positioning Model (STP), Milestones / company objectives; Operating Plan- Company timeline, Staffing plan, Budget, Financing plan

Unit III: Execution- Company formation and launch
In this Unit, the students will be exposed to the execution of the details that have been listed in the above sections. Furthermore, they will be encouraged to explore the challenges and choices associated with the formation of the company and its formal launch into the market. The entrepreneurial team has to go through the process of choosing the right form of corporate entity and actually creating the venture as a legal entity. The legal knowledge with respect to various types of companies is also discussed.
Company Formation; Legal Entity of Organisation

Unit IV: Growth
After launch, the company has to work toward creating routines. These relate to its product or service, generating revenue and moving toward sustainable performance. The emphasis shifts from planning to execution. At this point, you continue to ask questions but spend more of your time carrying out your plans This Unit also looks at the future challenges including how to value your idea/ company for raising money. Successful fundraising is an essential milestone which determines the scalability and eventual market position of a start-up.
Business Growth Models

Suggested Readings
I. Gundry L.K. and Kickul, J.R. (2012). Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention, Sage Publications.
ii. Prasad, R. (2013). Start-up Sutra: What the Angels Won't Tell You about Business and Life. India: Hachette India.
iii. Bansal, R. (2012). Connect the Dots. India: Westland.
iv. Collins, J. (2011). Good to Great: Why Some Companies Make the Leap...And Others Don't. United States: Harper Business.
v. Bagchi, S. (2018). High Performance Entrepreneur. India: Penguin Group.
vi. Shivhare, V. (2017). Vyapar Shastra. India: Jaico Publishing House.

SEMESTER 3 SLOT 1

Data Visualisation and Analytics (2 Credits) – ELECTIVE

Course Details:

A. Summary:
Visualization is increasingly important in this era where the use of data is growing in many different fields. Data visualization techniques allow people to use their perception to better understand this data. The course uses data visualisation to explore and analyse data sets of all sizes, and it introduces some business analytic models for interpretation and prediction. It will introduce an appropriate software environment for data visualisation, and analytics, and cover visualisation and analysis techniques for categorical and numerical variables.

B. Objectives:
The objective of the course is to develop an understanding of incorporating visualizations to make sense of data and interpret charts and graphs. Secondly, the course will expose students to develop questions from visualizations. Thirdly, the course will introduce application of analytical tools to solve business problems and make predictions for the future.

C. Expected Learning Outcomes:

- Critique existing charts and identify methods of improvement
- Design visualisation to express data
- Generate insight from infographics
- Use software to make predictions
- Leverage the power of storytelling to get the message across

D. Overall structure:

I. Introduction to data
Data Driven Decision Framework, Datasets, Types of Data, Data Cleaning Tools; Storytelling with Data; Gender gap across Big Data
Readings:
I. McElheran,K. and Brynjolfsson, E. (2016). The Rise of Data-Driven Decision Making Is Real but Uneven, Harvard Business Review Digital Article
ii. Knaflic C.N. (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals, Wiley. ISBN 978-1-119-00225-3
iii. Spiegelhalter, D. (2020). The Art of Statistics: Learning from Data, Pelican Books. ISBN 978-0241258767
iv. Perez, C.C. (2019). Invisible Women: Exposing Data Bias in a World Designed for Men. Vintage Digital.
v. D'Ignazio, C. and Klein, L. (2020). Data Feminism. MIT Press.

II. Data Visualization Tools

Displaying Data using Bar Chart, Pie Chart, Line Chart, Area Charts Box-and-whisker plots, Mosaics, Rotatable 3D scatter plots, Heat maps, Motion charts, and cluster and association charts

Readings:

I. Wilke, C.O (2019). Fundamentals of Data Visualization: A Primer on Making Informative and Compelling Figures, OReilly. ISBN 9352138112

III. Introduction to Data Analysis Models

Probability, Sampling and Estimation, Hypothesis Testing, Regression Models, Decision Trees, Methods for evaluating model performance using tools

Readings:

I. Kumar, U.D. (2017). Business Analytics: The Science of Data - Driven Decision Making, Wiley. ISBN 9788126568772

SEMESTER 3 SLOT 1

Digital Marketing for New Ventures (2 Credits) – ELECTIVE

Course Details:

A. Summary:
This course provides an opportunity to participants to learn about marketing in the digital world.

B. Objectives:
The objective of the course is to examine how digital tools, such as the Internet, smartphones, and 3D printing, are revolutionizing the world of marketing by changing the roles and practices of firms and consumers

C. Expected Learning Outcomes:

- Understand how particular digital tools are changing the development of products
- Inculcate the ability to employ digital tools for a more active role in promotion activities and product distribution
- Understand the role of the customer in setting the price of goods and services through digital tools

D. Overall structure:
I. Digital Tools and the Product
Marketing in a Digital World, Product and Offering product ideas, Customer Co-creation, Sharing Economy

II. Digital Tools – Enabling the customer in promotion activities
Promotion Activities in the Digital Medium, Product Reviews, User Generated Content, Doppelgänger brand images

III. Digital Tools and Product Placement
Product Placement, Online Shopping, New Retail, Self Manufacturing

IV. Digital Tools and Setting up of Product Prices
Price Overview, Online Price Search, Pay What you want, Freemium

Readings:

- Dodson, I. (2016). The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns, Wiley.
- Deiss, R. and Henneberry, R. (2017). Digital Marketing For Dummies, For Dummies.
- Gupta, S. (2020). Digital Marketing (Second Edition), Pearson Education.

SEMESTER 3 SLOT 1

Sales for Founders (2 Credits) - ELECTIVE

Course Details:

A. Summary

This course focusses on imparting the knowledge and skills required for creating and managing the revenue generating arm of the venture. It will expose students to issues relevant to selling in B2C as well as B2B domain. They will also understand the intricacies of managing traditional and modern retail business as immediate customers of any organization which is marketing its products and services to retail as well as institutional customers Students would indulge in role plays to hard sell, discusses cases to handle complex sales related situations and interact with experienced sales professionals to comprehend the adaptation of the conceptual issues in real life. This would additionally incorporate understanding the application of conventional knowledge of sales management in the digital ecosystem.

B. Objectives

The course will help students to

- Explain the Art and Science of Selling
- Appreciate the application of different approaches to selling in B2B and B2C domain.
- Comprehend the application of concepts and skills in real life settings.
- Develop effective sales strategies for their venture.

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

1. Gain insights into personal selling and salesmanship
2. Analyse and solve sales related issues
3. Managing their own sales force.

D. Overall structure:

Unit I: Introduction to Selling & Sales Management

The Unit is an introduction to Selling and Sales management. Once the basic concepts are understood, their linkages with other marketing functions are also developed. A Role Play on Hard selling. Selling Processes for B2B and B2C domain will be encouraged to facilitate experiential learning. Students will also be exposed to tools and strategies for handling negotiations.

Unit II: Developing Sales

This Unit is all about preparing and laying down the ground work for management of the sales force. This includes sales forecasting, designing of the sales territory and assigning quota for sales team.

Unit III: Managing the Sales Force
This Unit focusses on building the sales force by focusing on the principles and strategies for Recruitment, Selection of the right sales team. Furthermore, design and implementation of training programmes for developing a robust sales force is also elaborated. Building on a strong sales force by understanding the tools for making motivational programmes for the sales force, including the design of the compensation structure, Evaluating the performance of the sales force.

Unit IV: Sales Distribution and Sales Promotion Sales distribution model mix (tele-sales, digital, mobile, face-to-face); Scope and importance of sales promotion

Unit V: Developing a sales strategy and Affiliate Marketing Designing a wholesome and comprehensive sales strategy (through real life projects based on organisations having robust sales functions) which is both effective and efficient as well. Discussion on Affiliate Marketing; Bundling offers (OTT and Telecom Companies)

Readings

- Cron, W & De Carlo, T. Sales management- Concept and cases. John Wiley 2014
- Tanner D. ,HoneyCutt, E. & Erffmeyer, R. Sales Management. Pearson 2013
- Panda, T. & Sahdev, V. Sales & Distribution Management. Oxford Publications 2016
- Still, Cundiff & Govanni :Sales Management,Decisions,strategies and cases Pearson
- Jordan, J & Vazzana, M. Cracking the Sales Management Code: The Secrets to Measuring and Managing Sales Performance. McGraw Hill 2011.

SEMESTER 3 SLOT 1

Skill Based Programme – IV (1 Credit) – CORE

Course Details:

A. Summary

The course will cover three main aspects namely; quick prototyping; revenue and financial modelling and developing a unique start-up path for the programme candidates. Each subject shall be dealt with separately through conducting a workshop/ seminar and would encourage the participants to engage with active learning, interactions and exposure to real-life case studies. The course is a part of the Outside Classroom Learning Component of the programme and would feature engagement at several junctures with different themes already identified and mentioned in the curriculum. Each given theme of the course is expected to build a desirable trait felt as a necessary part of entrepreneurial training and thus helping participants to be more realistic and application oriented in their respective journeys.

B. Objectives

The course will help students to

- Visualize the target product/ service by developing a prototype
- Appreciate the complexities of financial data and apply various concepts by building financial models
- Develop the key takeaways for adapting a unique start up path for all individual entrepreneurs in the programme

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

- Use the prototype product/ service to appreciate the market context and business challenges ahead
- Understand key conceptual differences for using business and revenue models which are essential for understanding breakeven point and undertaking expansion
- Customise their individual start up path

D. Overall structure:

Workshop/ Seminar I: Quick Prototyping

This workshop will be conducted in 2 parts to distinguish between the challenges involved in developing a new service/ virtual product versus a physical good. The first part targeting physical products will cover techniques, tools and materials for making quick prototypes including mockups and low fidelity prototypes of physical product to allow the organisations to validate the form, function and usability of their product ideas quickly and with low cost. Similarly, the prototype for digital products will be both physical involving wireframe, UI screen flows and digital rapid prototyping tools.

Workshop/ Seminar II: Revenue and financial modelling

This workshop is on building a revenue model which shows how a business will earn revenue from its standard business operations, and how it will pay for operating costs and expenses. A revenue model is part of a business model, serving to explain how a company's goods or services are made, distributed, and sold for profit. The workshop will introduce the participants to various types of revenue models for businesses, the factors to consider when choosing a model, making financial projections based on the chosen model, and incorporate other elements - gross margin model, operating model, working capital model and investment model - into the financial model.

Workshop/ Seminar III: Unique start up path

Developing the unique start up path for each of the participants requires specific mentoring and counselling and in the background of their historical development. It is proposed that the same facilitator who has been closely engaged with earlier workshops and Capstone modules be invited to take progress forward. The experiential learning which the action learning segment through a 2 month internship would have facilitated needs to be analysed and the knowledge outcomes need to be fed back into the students' business plan and model. Regularly conducting such workshops will ensure that the student is able to absorb theoretical and experiential learning and use the input from there to further improve and complete their business plan and business model.

Readings

- Cohen, A. (2015). Prototype to Product: A Practical Guide for Getting to Market. United States: O'Reilly Media.
- Ryall, C. J., Wimpenny, D. I. and Macdonald, J. A. (2001) Rapid Prototyping Casebook. United Kingdom: Wiley.
- Luddy, R. L. (2018). Entrepreneurial Life: The Path From Start-up to Market Leader. United States: CaptiveAire
- Damodaran, A. (2018). Applied Corporate Finance. India: Wiley India.

SEMESTER 3 SLOT 2

Venture Growth Strategies (2 Credits) – CORE

Course Details:

A. Summary

Starting a new venture requires passion, hard-work and determination on the part of the entrepreneur. However, it is fact that a large number of start-ups fade away at the initial stages and very few of them grow and become successful ventures. While an entrepreneur may have done a fairly good job of assessing an opportunity, forming a new venture team, marshalling resources, planning etc., growing the venture is a different management game. Start-ups are designed to grow. This course is designed to provide an understanding of the essential elements of successful scaling. The course would provide knowledge and actionable strategies including tools & techniques that can be used in everyday operations for the growth and success of the venture.

B. Objectives

The course will equip students to:

- Understand the key obstacles that can arise in the entrepreneurial growth journey
- Identify and discuss the growth strategies that help scaling and garnering greater profit
- Examine international strategy as a growth strategy
- Explore and discuss different collaborative strategies for rapid growth
- Identify and appreciate the factors required to manage and sustain growth

C. Expected Learning Outcomes

On the successful completion of the course students would be able to

- Understand and identify the key management factors that change in importance as business develops and grows
- Develop appropriate strategies in various areas of business that truly determine profitability
- Understand the core internal growth strategy for start-ups
- Examine international expansion as a growth strategy
- Build alliances with suitable partners for achieving faster growth with reduced risks
- Understand the essential factors like building a competent team, innovative culture, ethical mindset for ensuring sustainable growth in ever-changing business environment

D. Overall structure:

Unit I: Challenges of growth beyond initial phase of a start-up

An entrepreneur faces numerous challenges at different stages of growth from ideation to take-off. Evidence shows that relatively few firms generate sustained and profitable growth particularly in the initial years. During each of the stage of growth, there are entrepreneurial crises, or hurdles that most start-ups confront. The Unit begins with a discussion on challenges of growth that firms encounter such as cash crunch, lack of management skills or relevant experience. This unit would identify probable crises and symptoms in different phases and discuss how firms can properly prepare for growth.

Unit II: Internal Growth strategies
In this Unit, the strategies involving organic growth, such as increasing the market penetration, improving an existing product or service, diversification into related and unrelated product lines etc, will be discussed. These strategies rely on firms own competencies, expertise, business practices and talent. Geographic expansion is another way to achieve growth through doing business in other locations domestically. Yet another common form of growth is expanding internationally. This Unit would also discuss the advantages and disadvantages of implementing these strategies.

Unit III: External Growth Strategies
As the venture enters the middle and later stage of its life cycle, sustaining growth strictly through organic growth strategies becomes very challenging. For faster paced growth, one has to build partnerships with others. In this Unit, the students will explore establishing relationships with third parties and use collaborative approach to achieve faster growth. External growth strategies like, strategic alliances, joint ventures, mergers, acquisitions, licensing, franchising etc. would be discussed along with the pros and cons of these strategies.

Unit IV: Sustaining the long-term growth
The key determinants of establishing a successful venture are a robust, value-based management team and an innovative organisational culture. A large number of start-ups fail to scale up as they focus primarily on generating profits. While profits are important, the important aspects of laying a strong foundation for balanced and sustainable growth of the enterprise is crucial. This Unit would discuss such essential elements in adequate detail.

Reference Books

- Barringer B. and Ireland Duane. (6e) Entrepreneurship: Successfully Launching New Ventures. Pearson.
- Timmons, J. and Spinelli, S. (2017). New Venture Creation: Entrepreneurship for the 21st Century. McGraw Hill Education 120
- Hisrich, R.D., Manimala, M.J., Peters, M.P., Shepherd, D.A. (2017). Entrepreneurship, 9th Edition. McGraw Hill Education.
- McKaskill, T. (2010). Venture Growth Strategies: A practical guide to engineer high growth into an entrepreneurial business. Breakthrough Publications.

Online References

- knowledge@wharton: http://knowledge.wharton.upenn.edu/
- www.mckinseyquarterly.com
- www.strategy-business.com

Supplementary Readings may be provided by the faculty

SEMESTER 3 SLOT 2

Leveraging Technology for Business (2 Credits) – CORE

Course Details:

A. Summary

Whether in the realm of commercial entrepreneurship or social entrepreneurship, organizations increasingly need technology to drive growth. The course introduces technology and allied processes which students may apply to the problems they encounter. This course will focus on the forefront of the todays technological tools in the market. Throughout the course, emphasis will be put on learning the science and technology involved, and case studies will be presented illustrating the real forces in action, affecting the resulting business. This course focuses on role of technology and its smart usage in the entrepreneur's. The course not only introduces the technology but also covers aspects related to identification of tools and processes for analysis of complex business problems and generation of possible solutions to the problems. Throughout the course we explore tools and techniques for fostering individual and group creativity, management practices that foster (or inhibit) innovation, methods for developing and evaluating ideas for new products and platforms.

B. Objectives:

- To introduce technology and its foundation concepts for Innovation, Integration and Interconnection of business.
- To get acquainted to the information technology service management and its Interconnection with business.
- To introduce digital transformation for business innovation.
- To use technology for analysing business development trends and competitiveness.
- To introduce technology for building platform.

C. Expected Learning Outcomes:

- The student should be able to understand how to better understand the dynamics of the tech industry, and integrate technology into a venture
- Reasoning in relationship to a particular business plan is very important for managers: quantitative issues shall be discussed in relation to technology
- The course will give an insight into the tasks and challenges of Technology Management and Innovation.

D. Overall structure:

I: Introduction to Technology for Entrepreneurship

Technology required for entrepreneurs in this digital age. Boon and bane of technology in enterprises. Introduction to Computing and How the Internet works. The enhanced customer experience by virtual and augmented realities. Introduction to current trends of cyber space: Artificial Intelligence (AI), Machine Learning, Internet of Things (IOT), Cloud Computing (Iaas, Paas, Saas). Understanding the Concept of Information Technology Service Management including Strategy, Design, Transition, Operation and Continual Service Improvement.

- Lorenzo, O., Kawalek, P., & Wharton, L. (2018). Entrepreneurship, Innovation and Technology. London: Routledge.
- Taulli, T. (2019). Artificial Intelligence Basics: A Non-Technical Introduction. USA: Apress.
- Morris, H. (2016). ITIL Intermediate Certification Companion Study Guide:. John Wiley & Sons.
- AXELOS. (2019). ITIL Foundation, ITIL 4 edition. TSO.

II. Digital Transformation and customer network paradigm

The Five Domains of Digital Transformation Strategy (Customers, Competition, Data, Innovation, Value). Changes in Strategic Assumptions due to digital transformation. Understanding the digital disruptions. The platform business model. Types of platforms. The impact of digital transformation on platforms. The case studies shall be discussed to understand the role of technology for conceptualizing and operating a platform.

- Gupta, S. (2018). Driving Digital Strategy: A Guide to Reimagining Your Business. Harvard Business Review Press. https://www.i-scoop.eu/digital-transformation/. (n.d.).
- Seth, N. (n.d.). Winning in the Digital Age: Seven Building Blocks of a Successful Digital Transformation. Penguin Enterprise.
- Westerman, G., Bonnet, D., & McAfee, A. (2014). Leading Digital: Turning Technology into Business Transformation. Boston, Massachusetts: Harvard Business Review Press.
- Cusumano, M. A., Gawer, A., & Yoffie, D. B. (2019). The Business of Platforms Strategy in the age of digital competition. USA: Harper Business.

SEMESTER 3 SLOT 2

Managing Small and Family Business (2 Credits) – ELECTIVE

Course Details:

A. Summary:
The course provides the students with an understanding of the working of small scale businesses, its challenges and opportunities along with focusing on the relevance of family businesses. This course will also explore the nature and relevance of MSME sector in India which according to an estimates contributes to 30 percent of India's GDP growth and employs It would give a general understanding of how family business work and also equip family business leadership with a specific set of skills which enhances their competencies and conditions them to work on opportunities and challenges.

B. Objectives
The objectives of the course are to:

- Explore and apply key concepts in understanding how to manage and develop small businesses
- Analyse the difference between self-employment, business and entrepreneurship.
- Explore the MSME sector in India
- The nature, relevance, opportunities and challenges faced by family business.

C. Expected Learning Outcomes:

- To identify the challenges and opportunities involved in managing small business
- To recognize process of scaling and relevance of family business.
- To appraise the role of creative thinking, innovation, technology, branding and social media influence in small scale and family business.

D. Overall structure:

I. Managing Small business
This module will explore the basic understanding of concepts needed for managing small businesses which includes raising capital and the opportunities and challenges involved in those processes.
a. Differentiation between self-employment, small business and entrepreneurship
b. Mapping small business across various sectors
c. Sunrise and Sunset business
d. Role of Government, Business associations and civil society
Readings:
I. Drucker, P. (2006). Innovation and Entrepreneurship: Practices and Principles. Harper Collins.

ii. Hisrich, R.D., Manimala, M.J., Peters, M.P., Shepherd, D.A. (2017). Entrepreneurship, 9th Edition. McGraw Hill Education.
iii. Pingali, S (2019). Made in India: A Business Process Playbook for Small and Medium Enterprises, Notion Press.

II. Micro, Small and Medium scale enterprises in India
This module will analyze the nature, relevance, challenges and opportunities involved in the MSME sector in India. Regulatory frameworks, role of business associations and the need of entrepreneurial ethics will be explored in this module. This module will also study the role of Dalit entrepreneurship and formation of bodies like DICCI in mentoring budding Dalit entrepreneurs.
a. Raising of capital and credit facilities
b. Mapping gender, caste and disability
c. Role of statutory bodies, Business associations and government policies
d. Role of innovation, technology and social media
e. Unforeseen circumstances and its impact of MSME sector
f. Entrepreneurial ethics and diversity in workplaces.
Readings:
I. Pingali, S (2019). Made In India: A Business Process Playbook for Small and Medium Enterprises, Notion Press.
ii. IIBF (2017). Micro, Small and Medium Enterprises in India – Covering all Aspects of MSME Starting from Setting-up an MSME, Legal & Regulatory Compliances, Financing Options, and Modes available for MSME Indian Institute of Banking & Finance

III. Understanding Family Business
This module will study the relevance and scope of Family business which contribute majorly to GDP of India. It will map the trajectories of histories of family business in communities like Marwaris, Parsis, Gujaratis, Chettiars, Bohra Muslims etc. It would also explore the advantages and disadvantages of family business through case studies.
a. Family Business: Indian and international context.
b. Legal framework, Ownership, organisation, capital raising. management practices, and leadership
c. Role of Social capital and socio-structural issues in Family business
d. Philanthropy, Family unity and conflict: Impact on business
e. Impact of LPG reforms on family businesses in India
f. Family firms: advantages and disadvantages

Readings:
I. Das Gupta, C. (2013). The Tenacity of the Hindu Undivided family: Gender, Religion and Tax Concessions. Economic and Political Weekly, Vol.48(40), 73-75.
ii. Chari, Sharad (2004). Fraternal Capital, Peasant Workers, Self-made Men and Globalisation in Provincial India, Stanford University Press.
iii. Damodaran, Harish (2018). India's New Capitalists: Caste, Business, and Industry in a Modern Nation. Hachette India.

SEMESTER 3 SLOT 2

IPR for Entrepreneurs (2 Credits) – ELECTIVE

Course Details

A. Summary
Intellectual property (patents, copyrights, trademarks) are an increasingly critical part of almost any business, at almost any stage of growth. This course provides knowledge to participants on how to create and manage IPRs.

B. Objectives
The objective of the course is to introduce the participants to the basics of Intellectual property rights and its importance for innovation and growth of the businesses. Secondly, the course will provide an understanding of intellectual property as it affects entrepreneurs and difference between patents and other types of IP.

C. Learning Outcomes
On completion of the course students would be able to:
Appreciate the importance of creativity and use of IPRs in brand building for businesses.
Comprehend what is patentable and the process involved in securing a patent
Know how copyrights and trademarks are created and their management
Understand the role of trade secrets in the world of business

D. Overall Structure
The course covers the following modules:

I. Introduction to Intellectual Property (IP) for Entrepreneurs
History of IP, Types of IP – Patents, copyrights, trademarks, trade secrets; Other mechanisms to protect investments in design and innovation; Politics of Intellectual Property Rights; Role of IP in Business
Readings:
1. Sinnreich, A. (2019). The Essential Guide to Intellectual Property. New Haven: CT: Yale University Press
2. The Difference Between Copyrights, Trademarks and Patents, New York Times, April 16, 2020 - https://www.nytimes.com/article/copyrights-trademarks-patents.html
3. What we Learned from Reading Jeff Bezos' patents. HBS Working Knowledge, February 2020.
4. Petra, M. (2012). Innovation without Patents – Evidence from World's Fairs, The Journal of Law and Economics, 55(1), 43-74.
5. Hesse, C. (2002). The rise of intellectual property, 700 BC-AD 2000: An idea in the balance. Daedalus, 131(2), 26-45.
6. Khan, Z. (2005). The Democratization of Invention: Patents and Copyrights in American Economic Development, 1790–1920. Cambridge University Press.

7. Drug Patents in India - https://www.science.org/content/blog-post/drug-patentsindia

II. Applying for an IP and leveraging it

This unit will discuss the application of the criteria for obtaining a patent, copyright, trademark; Leveraging IP to attract venture capital investment and preventing others from stealing an entrepreneur's inventions and artistic creations; Enforcement and Infringement of IP

Readings:

1. WIPO website resource- https://www.wipo.int/sme/en/
2. Yoffie, D. B., and Deborah F. (2004). Intellectual Property and Strategy. Harvard Business School Background Note 704-493, May 2004. (Revised April 2005.)- https://hbsp.harvard.edu/product/704493-PDF-ENG?Ntt=intellectual%20property
3. Fuchs, F., Bican, P.M & Brem. A. (2020). The PikoGym Entrepreneurs: Muscling Up through Intellectual Property. Ivey Publishing. - https://hbsp.harvard.edu/product/W20431-PDF-ENG?Ntt=intellectual%20property
4. IPI India website resources- http://ipindia.gov.in/writereaddata/images/pdf/oatentoffice-procedures.pdf
5. Moser Baers Pricing Strategy- https://spicyip.com/2007/12/moser-baers-pricingstrategy-new-anti.html
6. European Commissions Commission Staff Working Document Report on the protection and enforcement of intellectual property rights in third countries- https://trade.ec.europa.eu/doclib/docs/2021/april/tradoc_159553.pdf

III. Trade Secrets, IP Management and Valuation of IP Concept of Trade Secrets and Guarding them; Approaches for IPR Management; Introduction to Valuation of Intellectual Property; Global Patenting

Readings:

1. WIPO website resource- https://www.wipo.int/tradesecrets/en/
2. Chaudhary, P. and Zimmerman, A. (2013). Protecting Your Intellectual Property Rights: Understanding the Role of Management, Governments, Consumers and Pirates. Springer.
3. Holgersson, M., & Aaboen, L. (2019). A literature review of intellectual property management in technology transfer offices: From appropriation to utilization. Technology in Society, 59, 101132. - https://www.sciencedirect.com/science/article/pii/S0160791X18301593
4. Anson, W. (2006). Fundamentals of Intellectual Property Valuation: A Primer for Identifying and Determining Value. American Bar Association.
5. Trimble, M. (2012). Global Patents: Limits of Transnational Enforcement. Oxford University Press.
6. Ben-Atar, D. (2004). Trade Secrets. Yale University Press.
7. ICSI website: https://www.icsi.edu/media/webmodules/publications/9.4%20Intellectual%20Propert y%20Rights.pdf

SEMESTER 3 SLOT 2

Skill Based Programme – V (1 Credit) – CORE

Course Details:

A. Summary

The course will cover three main aspects namely; Business Models for Sustainable Development; Go-to-Market Strategy; Return on Investment. Each subject shall be dealt separately through conducting a workshop/ seminar and would encourage the participants to engage with active learning, interactions and exposure to real-life case studies. The course is a part of the Outside Classroom Learning Component of the programme and would feature engagement at several junctures with different themes already identified and mentioned in the curriculum. Each given theme of the course is expected to build a desirable trait felt as a necessary part of entrepreneurial training and thus helping participants to be more realistic and application oriented in their respective journeys.

B. Objectives

The course will help students to:

- Understand how business can be a catalyst for change in the face of significant global issues, such as climate change and income inequality, and examine and analyse models that drive change.
- Develop an understanding of an efficient, effective go-to-market strategy process for new launches.
- Understanding the importance of financial sustainability as measures by the ROI

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

1. Explain what sustainable development is, and begin to identify themselves as purpose-driven entrepreneurs, aiming to develop a business model that can act a catalyst for systems-level change.
2. Provide actionable answers to how they will connect with potential clients to offer a compelling value proposition for their new product launch, and how will they deliver what they have promised
3. Project an ROI for their venture, and understand how their funding allows businesses to the plan the execution and the next stages around its resources.

D. Overall structure:

Workshop I: Business Models for Sustainable Development

Businesses need to show the courage to adopt strategies that create long term value for their companies and for the societies they serve. The participants, at the end of the workshop will (i) understand the concept of sustainability; (ii) develop a positive and courageous attitude towards the SDGs, identify interconnectedness between them and the challenges behind solving them;

(iii) understand the business case for change and apply business models that create shared value; and (iv) be familiar will sustainability tools such as those for reporting, managing projects and for assessment of impact.

Workshop II: Go-to Market Strategies
Go-to-market strategy is focused specifically on delivering a product or service to an end customer. The workshop will cover the topic – Go-to-market strategy development process, and focus on issues such as identifying and defining target markets, profiling clients, positioning the brand in the marketplace vis-à-vis the competitors, deciding on the pricing strategy, defining the product and service offerings and developing the appropriate marketing campaign.

Workshop III: Start-up ROI
Regardless of how one builds their venture, generating a positive return on investment is the guiding metric for every business. In recent years, we have witnessed how the business of building start-ups, doesn't always prioritize profitability. Many start-ups get acquired or go public years later without having ever made a profit. In this workshop, this idea will be discussed in detail, and help participants understand the concept of Start-up ROIs, their importance and methods to calculate the same, and deliberate on issues such as (I) how do they know when their venture will become profitable; (ii) how much money can they safely invest; (iii) when can they start paying back their investors.

Readings

- Rainey, D.L. (2010). Sustainable Business Development: Inventing the Future Through Strategy, Innovation, and Leadership, Cambridge University Press
- Inch, J. (2020). Go to Market: The marketing and scaling blueprint for start-ups, Rethink Press
- Leach, J.C. (2014). Entrepreneurial Finance. South Western Publishing

SEMESTER 4

Skill Based Programme – VI (2 Credits) – CORE

Course Details:

A. Summary

The course will cover the two key aspects of fundraising & investment management and Business relationship management. Each subject will be dealt separately through conducting a series of workshops/ seminars and would encourage the participants to engage with active learning, interactions and exposure to real-life case studies. The course is a part of the Outside Classroom Learning Component of the programme and would feature engagement at several junctures with different themes already identified and mentioned in the curriculum. Each given theme of the course is expected to build a desirable trait felt as a necessary part of entrepreneurial training and thus helping participants to be more realistic and application oriented in their respective journeys.

B. Objectives

The course will help students to:

- Collate a 360 degree view of fundraising and investment management whilst individually framing their own fundraising through various sources including venture capital, equity share, etc. and investment plan adapted to their individual business model.
- Understand and appreciate the importance of business relationship management as well as its implications for the successful running of an entrepreneurial venture.

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

- Understand and explain the various options available for fundraising and to have worked out a detailed investment plan including details of division of equity amongst various entities/ stakeholders and partners.
- Develop a wholesome understanding of business relations, identify the various relations as interfacing their particular enterprise and document the implications for their venture

D. Overall structure:

Workshop I: Fundraising and Investment Plan

Fundraising is key to the success of a Start-up but few founders are experts on raising capital. Raising capital is a core part of building a successful business since having sufficient capital can mean the difference between success – a new product or expansion into a new market – or failure. But fundraising is a process and Start-ups need to fund themselves through a series of investments or capital raisings. As the business grows, its capital requirements grow as well. Each round of funding serves as a stepping stone to the next round or stage of development.

Depending on your industry, the time between each round can vary between six months to a year.
This series of workshops will help the potential entrepreneurs understand the differences between the various rounds of funding as well as inform them about the various sources of funding available and the appropriateness of each depending on the requirements and the growth trajectory. Different investors also have their own different set of criteria one needs to understand before seeking funding from them. You not only need to articulate your own vision, but also need to understand the investor, their concerns, and what they're looking for. Alongside this is the trade-off with how much equity you will part with. All of these aspects will be discussed in depth in these workshops.

Workshop II: Business Relationship Management (BRM)
Business relationship management has to key aspects- enterprise relationship management and customer relationship management. An understanding of BRM enables all stakeholders to evaluate, leverage and develop high value relationships throughout the business network. BRM seeks to stimulate and optimise both business demand for the ventures' products and services as well as ensure that the potential business value is recognised and captured. The end is to nurture a capability to evolve a culture which builds partnerships across various stakeholders, drive value and satisfy purpose.

Suggested Readings
- Timmons, J. A., & Sander, D. A. (1989). Everything you (dont) want to know about raising capital. Harvard Business Review, 67(6), 70-73.
- The Fundraising Strategy Playbook: An Entrepreneur's Guide to Pitching, Raising Venture Capital, and Financing a Start-up. (2021). Publish Drive.
- Poland, S. R. (2014). Founder's Pocket Guide: Start-up Valuation. United States: 1x1 Media.
- Blokdyk, G. (2019). Business Relationship Management Process a Complete Guide - 2020 Edition. (n.p.): Emereo Pty Limited.

SEMESTER 4

Action Learning Segment – II (16 Credits) – CORE

Course Details:

A. Summary
This course, Action learning segment II focusses on establishment of venture either in self or with support of incubation unit based on the innovation and business model developed as part of capstone projects.

B. Objectives
The course will enable students to learn to register and run a start-up, prepare a prototype, receive customer feedback and continue the iterative process.

C. Expected Learning Outcomes
On the successful completion of the course students would have established their own venture.

D. Overall structure:
Students will be required to work on their own ventures by ensuring that they follow the steps:
1. Incorporate the business (for Pvt Limited or LLP apply to Registrar of companies and register with Start-up India Website)
2. Create a prototype or pilot launch of service
3. Conduct a survey to gather feedback from users of the prototype/service
4. Plan for scaling up the start-up and mobilisation of resources

Readings

- Swelinck, T., Stresemann, M., Nag, F.X. (2022). Creating a Customer Experience-Centric Start-up: A Step-by-Step Framework. Springer.
- Hoffman, S.S. (2021). Surviving a Start-up: Practical Strategies for Starting a Business, Overcoming Obstacles, and Coming Out on Top. HarperCollins Leadership
- Raja Gopal, A. (2020). Managing Start-up Enterprises in Emerging Markets: Leadership Dynamics and Marketing Strategies. Palgrave Macmillan.