Department of Sociology

Course Structure of PG Diploma in Social Entrepreneurship

Academic Session 2026 – 27 Onwards



School of Social Sciences

Central University of Punjab

Bathinda, Punjab

Proposed Course Curriculum
PG Diploma in Social Entrepreneurship

Course Description: This PG Diploma in Social Entrepreneurship prepares learners to understand social challenges and create practical, sustainable solutions. The programme combines classroom learning, MOOCs, field immersion, internship, and venture development. It helps students connect theory with real-world practice. Learners build skills in social analysis, research, financial planning, impact assessment, and start-up development. The course also prepares them to work with NGOs, CSR initiatives, social enterprises, and community-based development organizations.

Programme Objectives:
The objectives of the programme are designed to build students' understanding, skills, and practical experience in social entrepreneurship. It aims to:

- Develop an understanding of social entrepreneurship and its role in sustainable development.
- Equip students with the skills to design, implement, and scale social enterprises.
- Provide exposure to real-world social challenges through fieldwork and internships.
- Enable students to develop innovative, impact-driven business models.

Relevance of the Course: This course prepares learners to understand and respond to complex social problems through practical, interdisciplinary, and entrepreneurial approaches. By the end of the programme, learners will be equipped to critically analyze social issues, design sustainable and financially viable social enterprise models, and apply essential tools related to management, finance, and impact assessment. The course also encourages learners to transform ideas into actionable social ventures by developing, testing, and pitching enterprise solutions. In doing so, it builds the professional competence required to work effectively in NGOs, CSR initiatives, development organizations, and other impact-driven sectors, while nurturing a strong sense of social responsibility and innovation.

Eligibility: Graduation in any discipline from a recognized university

Duration of Programme: 1 Year (Two Semesters)

NHEQF Level: 6

Total Credits: 40

Total Credit Points: 240

Mode: Regular/Full-Time

No. of seats: 30

Note: All courses under this PG Diploma are designed at NHEQF Level 6 and correspond to 400-level postgraduate coursework as per the UGC Curriculum and Credit Framework for Postgraduate Programmes.

Course Structure of PG Diploma in Social Entrepreneurship

Semester-I

Course Code	Course Title	Types	Credit Hours			Credits
			L	T	P	
PGDSE.101	Social Entrepreneurship: Concepts & Perspectives	Core	4	-	-	4
PGDSE.102	Indian Society: Structure, Changes and Perspectives	Core	4	-	-	4
PGDSE.103	MOOC/SWAYAM Course may be taken from the Course Basket given in Annexure-I	VAC	4	-	-	4
PGDSE.104	Proposal Development & Field Immersion	SEC / Lecture-cum-Practical	4	-	8	8
Total			**16**	**-**	**8**	**20**

Semester-II

Course Code	Course Title	Types	Credit Hours			Credits
			L	T	P	
PGDSE.201	Social Enterprise Internship NGOs/VOs/CSR Placement	Internship	-	-	40	20
Total			**40 Hours per week**			**20**

Note: MOOC/SWAYAM courses may be selected from the course basket given in Annexure-I. Credits shall be awarded after successful completion of the approved MOOC and submission of the certificate, as per university rules. The selected MOOC shall preferably be PG-level, advanced undergraduate-level, or 400-level equivalent and relevant to the programme outcomes.

Semester-I

Course Code: PGDSE.101
Course Title: Social Entrepreneurship: Concepts & Perspectives
Total Hours: 60

L	T	P	Credits
4	0	0	4

Course Learning Outcomes:

After completing this course, students will be able to:

CLO 1: Explain the key concepts, definitions, and evolution of entrepreneurship and social entrepreneurship

CLO 2: Analyse the relationship between social entrepreneurship and broader socio-economic processes

CLO 3: Examine different models, actors, and approaches in social entrepreneurship

CLO 4: Critically evaluate real-world social enterprises and their role in sustainable development

Course Content

Unit/Hours	Content	Mapping with CLOs
Unit I (15 Hours)	**Introduction to Entrepreneurship-**Meaning and definition of Entrepreneur and Entrepreneurship, Types of Entrepreneurs: Social, Commercial, Serial, Lifestyle Types of Entrepreneurship: Creative, Inclusive, Knowledge-based Entrepreneurial traits: Innovation, risk-taking, leadership, opportunity recognition Entrepreneurship development in India: Trends and scope Concept of Value Creation in economic and social contexts **Learning Activity:** Through lectures, discussions, and case illustrations, learners will understand foundational concepts and identify different entrepreneurial types in contemporary society.	CLO 1
Unit II (15 Hours)	**Understanding Social Entrepreneurship-** Meaning and definition of Social Entrepreneur, Social Entrepreneurship, Social Enterprise Emergence and evolution of social entrepreneurship Distinction between business entrepreneurship and social entrepreneurship Key characteristics: social value creation, innovation, sustainability, accountability Role of social entrepreneurship in development and social change Social entrepreneurship in India and developing countries **Learning Activity:** Through analytical reading and discussion, learners will compare models of entrepreneurship and assess their relevance in addressing social issues.	CLO 2
Unit III (15 Hours)	**Theoretical Perspectives and Process** Models of entrepreneurship: Timmons Model, PCDO Framework (People, Context, Deal, Opportunity) Social entrepreneurship process: idea generation, opportunity identification, resource mobilization Role of institutions: State, Market, Civil Society Interdisciplinary perspectives: sociology, economics, and development studies	CLO 3

	Social innovation and problem-solving approaches **Learning Activity:** Learners will analyse frameworks and apply them to hypothetical or real social problems through classroom exercises.	
Unit IV **(15 Hours)**	**Social Enterprises in Practice** Case studies of social enterprises (India and Global): SEWA, Grameen Bank, Aravind Eye Care, Barefoot College Models of social enterprise: NGO-led, hybrid, for-profit social ventures Role of CSR and NGOs in promoting social entrepreneurship Challenges in scaling and sustainability **Learning Activity:** Case-based discussions and presentations will help learners evaluate real-world applications of social entrepreneurship.	CLO 4

Transaction Mode: Lecture, Seminar, Group Discussion, Tutorial/E-learning

Suggested Readings

1. Agrawal, A., & Khare, P. (2019). *Social Entrepreneurship in India: Models and Applications*. Routledge.
2. Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social entrepreneurship and societal transformation: An exploratory study. *The Journal of Applied Behavioral Science, 40(3).*
3. Bharech, Anuja (n.d). *Amazing Social Entrepreneurs in India who are Changing the Face of Urban India.* Retrieved from: https://digest.myhq.in/socialentrepreneurs-in-india/
4. Bornstein, D. (1998, January). Changing the World on a Shoestring. *The Atlantic Monthly, 281: 34–39.*
5. Bornstein, D. (2004). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press.
6. Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press.
7. British Council (October, 2015). Social Enterprise: An Overview of the Policy Framework in India. Retrieved from: https://www.britishcouncil.org/sites/ default/files/social_enterprise_policy_landscape_in_india_british_council.pdf
8. Catalyst2030. https://catalyst2030.net/
9. Chaudhary, Bhupinder (et.al). (2012). Right to Sight: A Management Case Study on Aravind Eye Hospitals, http://www.zenithresearch.org.in/images/stories/pdf/ 2012/Jan/ZIJMR/36%20Bhupinder%20Chaudhary%20Right%20to%20Sight.pdf
10. Dees, J. G. (2007). *The Meaning of Social Entrepreneurship*. Center for the Advancement of Social Entrepreneurship, Duke University.
11. Dees, J. G., Emerson, J., & Economy, P. (2002). *Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit*. Wiley.
12. Desai, V. (2008). *Entrepreneurial Development*. Himalaya Publishing House.
13. Kickul, J., & Lyons, T. S. (2012). *Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World*. Routledge.
14. Nicholls, A. (Ed.). (2006). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford University Press.
15. Pandey, N., & Sahay, A. (2022). *Social Entrepreneurship in India*. Palgrave Macmillan.
16. Prahalad, C. K. (2004). *The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits*. Wharton School Publishing.
17. Shukla, M. (2020). *Social Entrepreneurship in India*. Sage Publications India.
18. Yunus, M. (2007). *Creating a World Without Poverty: Social Business and the Future of Capitalism*. Public Affairs.

Course Code: PGDSE.102
Course Title: Indian Society: Structure, Changes and Perspectives
Total Hours: 60

L	T	P	Credits
4	0	0	4

Course Learning Outcomes:

Students will be able to:
CLO 1: Examine the sociological perspectives developed to study Indian society and develop a chronological understanding
CLO 2: Compare and contrast major processes of social change
CLO 3: Analyse key social institutions and structures in India
CLO 4: Evaluate the contributions of major Indian sociologists

Unit/Hours	Content	Mapping with CLOs
Unit I **15 hours**	**Emergence of Sociological Perspectives** Orientalist and Indological perspectives: G.S. Ghurye Structuralist: Louis Dumont Structural-Functionalist: M.N. Srinivas, S.C. Dube, Y. Singh Cultural and Civilizational perspectives: N.K. Bose **Learning Activity:** Through critical reading and discussion, learners will examine the development of sociological thought on Indian society.	CLO 1& CLO 2
Unit II 15 Hours	**Major Social Processes in India** Sanskritisation and Westernisation Universalisation and Parochialisation Modernization and Secularization **Learning Activity:** Learners will compare and interpret different processes of social change through case studies and classroom discussions.	CLO 2
Unit III 15 Hours	**Indian Social Structure** Caste and Varna Class and Social Stratification Gender and Family Village Society Tribe and Ethnicity **Learning Activity:** Through analytical reading, discussion, and case examples, learners will examine the structure of Indian society and analyse key institutions.	CLO 3
Unit IV 15 Hours	**Critical and Alternative Perspectives** Conflict approach and perspectives from below D.P. Mukherji A.R. Desai B.R. Ambedkar **Learning Activity:** Learners will critically evaluate alternative perspectives and assess contributions of major sociologists through discussions and presentations.	CLO 4

Transaction Mode: Lecture, Seminar, Group Discussion, Tutorial/E-learning

Suggested Readings:

1. Ambedkar, B.R., 1948, "The Untouchables: Who Were They and Why They Became

Untouchables" in Dr. Babasaheb Ambedkar Writings and Speeches, Volume 7, Education Department, Government of Maharashtra.

2. Bailey, F.G., 1959, 'For a Sociology of India', Contributions to Indian Sociology, Vol. 3, pp. 88-101.
3. Bhargava, Rajeev, 1999, Secularism and its Critics: Themes in Politics, Oxford, New Delhi.
4. Das, Veena (ed.), 2004, Handbook of Indian Sociology. Oxford University Press, New Delhi.
5. Desai, A.R., 1976, Social Background of Indian Nationalism, Popular Prakashan, Bombay.
6. Dhanagare, D.N., 1993, Themes and Perspectives in Indian Sociology, Rawat Publications, Jaipur.
7. Dube, S.C., 1959, Indian Villages, Routledge & Kegan Paul Limited, London.
8. Dumont, L. and D. Pocock, 1960, "For a Sociology of India: A Rejoinder To Dr. Bailey", Contributions to Indian Sociology, Vol. 4, pp. 82-9.
9. Dumont, Louis, 1970, Homo-Hierarchicus: Caste System and its Implications, Vikas Publications, Delhi.
10. Ghurye, G.S., 1957, Caste and Class in India, Popular Book Depot, Bombay.
11. Gupta D. (ed.), 1991, Social Stratification, Oxford University Press, Delhi.
12. Marriott, Mckim, 1955, Village India: Studies in the Little Community, The University of Chicago Press, Chicago.
13. Manor, James,1996, 'Ethnicity and Politics in India', *International Affairs*, Vol. 72(3), pp. 459- 475.
14. Mukerjee, Ramakrishna, 1979, Sociology of Indian Sociology, Allied Publishers, Bombay.
15. Mukherji, D.P., 1958, Diversities, Peoples Publishing House, Delhi.
16. Oommen, T.K., 1986, Indian Sociology: Reflections and Interpretations, Popular Prakashan, Bombay.
17. Ram, Nandu, 1995, Beyond Ambedkar: Essays on Dalits in India, Har Anand Publications, New Delhi.
18. Singh, Yogendra, 1973, Modernization of Indian Tradition, Rawat Publications, Jaipur.
19. Srinivas, M.N., 1952/2003, Religion and Society Among the Coorgs of South India, Oxford University Press.
20. Srinivas, M.N., 1970, Social Change in Modern India, California University Press, Berkeley.
21. Xaxa, V, 2003, 'Tribes in India' in Veena Das ed. *Oxford India Companion to Sociology and*

Course Code: PGDSE.104
Course Title: Proposal Development & Field Immersion
Total Hours: 180 Hours

L	T	P	Credits
4	0	8	8

Course Learning Outcomes:
After completing this course, students will be able to:

- Identify and define social problems in real-world contexts
- Formulate research questions and objectives relevant to social entrepreneurship
- Conduct literature review to understand gaps in knowledge and practice
- Apply appropriate research methods and tools for data collection and analysis
- Design a research proposal or problem-based project linked to social enterprise development
- Critically analyse field data to support evidence-based solutions

Course Description

This course introduces students to the process of research design and proposal development in the context of social entrepreneurship. It emphasizes identifying real-world social issues, analysing them through interdisciplinary perspectives, and developing research-informed solutions. The course integrates field immersion, enabling students to connect theory with practice and prepare for internship and venture development in Semester II.

Course Components

- Identification of social issue/problem area
- Review of literature (academic + policy + field reports)
- Framing of research questions and objectives
- Selection of research design and methodology
- Tools for data collection (interviews, observation, surveys, secondary sources)
- Basics of data interpretation and analysis
- Linking research to social enterprise ideas/intervention

Transaction Mode:

The course will be delivered through a combination of lectures, interactive discussions, and hands-on learning approaches to ensure both conceptual clarity and practical exposure. Students will engage in field immersion activities to identify and understand real-world social issues, supported by workshops on research design, data collection methods, and proposal writing. Regular mentoring sessions will guide students in refining their research ideas, while student presentations and peer discussions will encourage critical thinking and collaborative learning. E-learning resources and case-based exercises will further support independent exploration and application of knowledge.

Submission Guidelines:

Students are required to prepare and submit a research proposal based on a selected social issue, integrating insights from literature review and field engagement. The proposal should be 8–10 pages in length, typed in Times New Roman, font size 12, with 2.0 line spacing. It must include key components such as the introduction, problem statement, review of literature, research questions or objectives, methodology, and expected outcomes with relevance to social entrepreneurship. Students must also present their work at least twice during the semester for feedback and improvement. The final submission is to be made at least 10 days prior to the end-semester examination of Semester I.

This course will be completed through a combination of secondary data collection, field observation, institutional visits, stakeholder interaction, and review of relevant literature and reports. The evaluation of this course will include synopsis preparation on the basis of literature review and data collection and minimum two presentations. The synopsis shall range between maximum 8 to 10 pages with Times New Roman font, 12 Font Size and 2.0 spacing. The synopsis submission deadline in 1st semester tentatively shall be 10 days before the End Semester examination of 1st semester. As a learning outcome the students will learn how to review literature, design research and develop research tools.

Suggested Reading:

As per the topic chosen by the student.

SEMESTER – II

L	T	P	Credits
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Course Code: PGDSE.201
Course Title: Internship
Total Hours: 600

Course Learning Outcomes

- Apply academic knowledge in real-world settings.
- Develop professional and interpersonal skills.
- Critically reflect on internship experiences.
- Enhance readiness for employment or further study.

Transaction Mode:

- Field placement in relevant organizations
- Supervision by faculty and industry mentor
- Execution of project work or assigned tasks
- Periodic progress reviews
- Submission of Report and final presentation

Evaluation Criteria:

Internship (Second Semester) 100 Marks		
	Marks	**Evaluation**
Supervisor	50	Continuous assessment (regularity in work, mid- term evaluation) internship report, presentation, final viva-voce
International/ National/ State/ Regional Level Organizations/ NGOs/ CSR department of Industry.	50	Internship Report (20), Presentation (10), Final Viva-voce (20)