**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED322** |
| Course Title | Entrepreneurship Lab I |
| Resource Person(s) |  |
| Semester | S 2023 |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil  |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description  |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’.  |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards.  |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

The Entrepreneurship Lab is an immersive, hands-on course designed to provide undergraduate students with practical experience in creating, developing, and launching a business venture. This course integrates theoretical knowledge with real-world application, fostering critical thinking, innovation, and entrepreneurial skills.

**Course Learning Outcomes:**

Graduates will be able to:

1. Develop an understanding of the entrepreneurial process from idea generation to business launch. C2
2. Apply skills in market research, business planning, and financial modeling. C3
3. Foster teamwork, creativity, and problem-solving abilities. C3
4. develop of a business project. C6

**Teaching Methodology:**

The course is divided into weekly modules, each focusing on a specific aspect of entrepreneurship. Students will work in teams to develop a business idea.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Quizzes | 15% |
| Mid Term Exam | 25% |
| Presentations and Project  | 20% |
| Final Exam | 40% |
| Total | 100% |

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | Basic concepts of Business, Startups and Entrepreneurship  | Outline | Activity: KWL chart |  |
| 2.  | Understanding the project management framework for start-ups  |  | Assignment  | 1 |
| 3. | Market analysis  |  | Quiz 1 | 1,2 |
| 4. | Market position |  | Assignment | 2 |
|  5. | Funding opportunities |  | Class activity | 1 |
| 6 | Value Proposition |  | Quiz 2 | 4 |
| 7 | Business Model Canvas |  | Presentation  | 1 |
| 8 | **Mid Exams** |  | Topics  |  |
| 9 | Marketing and Branding Strategies |  | Presentation | 2,3 |
| 10 | Legal and Ethical Considerations |  | Assignment | 3 |
| 11 | Operations and Management |  |  | 3 |
| 12 | Analyze how the idea, market, and business structure are interlinked |  | Presentation | 4 |
| 13 | Financial modeling, funding options, investor relations |  | Assignment | 2 |
| 14 | Presenting the business idea  |  | Presentations | 3 |
| 15 | Presenting the business idea  |  | Presentations |  |
| 16 | **Final Exams** |  | Topics  |  |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Presentation | Assignment / Project  | Mid Exam | Final Exam |
| 1 | ✔ |  |  | ✔ | ✔ | ✔ |
| 2 |  | ✔ |  | ✔ |  | ✔ |
| 3 |  |  |  | ✔ | ✔ | ✔ |
| 4 |  | ✔ | ✔ | ✔ |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CLO’s/****PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** |
| **PLO 1: Subject matter knowledge** | **✔** |  |  |  |
| **PLO 2: Human Growth and Development-** |  |  |  | **✔** |
| **PLO 3: Knowledge of Professional and Ethical Values** |  | **✔** |  |  |
| **PLO 4: Instructional Planning and Strategies** |  |  | **✔** |  |
| **PLO 5: Students’ Assessment-** |  |  |  |  |
| **PLO 6**: **Learning Environment** |  |  |  |  |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  | **✔** |
| **PLO 8: Collaboration and Partnership** |  |  |  |  |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  |  |  |

**Recommended Reference Books:**

1. Halberstadt, J., Alcorta de Bronstein, A., Greyling, J., & Bissett, S. (Eds.). (2023). Transforming Entrepreneurship Education.<https://doi.org/10.1007/978-3-031-11578-3>
2. Jones, P., Maas, G., & Pittaway, L. (2017). New Perspectives on Entrepreneurship Education. Contemporary Issues in Entrepreneurship Research, 1–13. <https://doi.org/10.1108/s2040-724620170000007006>
3. Kruse, T. P. (2019). Entrepreneurship Education. Making Change, 105–113. <https://doi.org/10.1093/oso/9780190849795.003.0013>
4. Stenard, B. S. (2021). Interdisciplinary Skills for STEAM Entrepreneurship Education. Entrepreneurship Education and Pedagogy, 6(1), 32–59. <https://doi.org/10.1177/25151274211029204>
5. Kirby, D. (n.d.). Changing the Entrepreneurship Education Paradigm. Handbook of Research in Entrepreneurship Education, Volume 1. <https://doi.org/10.4337/9781847205377.00010>
6. Entrepreneurship education and the arts: designing a commercial music production major and entrepreneurship minor. (2021). Annals of Entrepreneurship Education and Pedagogy – 2021. <https://doi.org/10.4337/9781789904468.00042>
7. The Effectiveness of Entrepreneurship Education. (2019). The Role and Impact of Entrepreneurship Education, 184–184.

**Internet Resources**

1. <https://doi.org/10.4337/9781786438232.00017>s
2. <https://link.springer.com/book/10.1007/978-3-031-11578-3#toc>