

ANNAMALAI UNIVERSITY

ANNAMALAI NAGAR 608 002



FACULTY OF ARTS
CENTRE FOR RURAL DEVELOPMENT

M.A.
RURAL DEVELOPMENT
FIVE YEAR PROGRAMME
ON-CAMPUS PROGRAMME CODE ARUR 51

Regulations and Syllabus
With effect from 2019-2020



ANNAMALAI UNIVERSITY

CENTRE FOR RURAL DEVELOPMENT

ARUR-51 M.A. RURAL DEVELOPMENT - FIVE YEAR PG PROGRAMME

ON -CAMPUS PROGRAMME

Regulations

REGULATIONS FOR THE FIVE-YEAR INTEGRATED POST GRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

These Regulations are common to all the students admitted to the Five Year Integrated Master's Programmes in the Faculties of Arts, Science, Indian Languages, Marine Sciences, and Education from the academic year 2019-2020 onwards.

1. Definitions and Nomenclature

- 1.1 University** refers to Annamalai University.
- 1.2 Department** means any of the academic departments and academic centres at the University.
- 1.3 Discipline** refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.
- 1.4 Programme** encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.
- 1.5 Course** is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.
- 1.6 Curriculum** encompasses the totality of student experiences that occur during the educational process.
- 1.7 Syllabus** is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.
- 1.8 Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.
- 1.9 Semester** is a half-year term that lasts for a minimum of 90 working days. Each academic year is divided into two semesters.
- 1.10 Choice Based Credit System** A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.
- 1.11 Core Course** is mandatory and an essential requirement to qualify for the Degree.

- 1.12 Elective Course** is a course that a student can choose from a range of alternatives.
- 1.13 Value-added Courses** are optional courses that complement the students' knowledge and skills and enhance their employability.
- 1.14 Experiential Learning** is a process of learning through experience. It is specifically defined as "learning through reflection on doing".
- 1.15 Extension activities** are the activities that provide a link between the University and the community such as lab-to-land, literacy, population education, health awareness and environmental awareness programmes. These are integrated within the curricula with a view to sensitise the students about Institutional Social Responsibility (ISR).
- 1.16 Credit** refers to the quantum of course work in terms of number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.
- 1.17 Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.
- 1.18 Programme Outcomes (POs)** are statements that describe crucial and essential knowledge, skills, and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.
- 1.19 Programme Specific Outcomes (PSOs)** are statements that list what the graduate of a specific programme should be able to do at the end of the programme.
- 1.20 Learning Objectives also known as Course Objectives** are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
- 1.21 Course Outcomes (COs)** are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.
- 1.22 Grade Point Average (GPA)** is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in Section 11.3
- 1.23 Cumulative Grade Point Average (CGPA)** is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters.
- 1.24 Letter Grade** is an index of the performance of a student in a particular course. Grades are denoted by the letters S, A, B, C, D, E, and RA.

2. Programmes Offered and Eligibility Criteria

The Integrated Programmes offered by the University and the eligibility criteria are detailed below.

Faculty of Arts	
Programme	Eligibility
M.A. Rural Development	A pass in H.S.E. (10+2 level) OR Equivalent thereto.

2.1 In the case of SC/ST and Differently-abled candidates, a pass is the minimum qualification for all the above Programmes.

3. Reservation Policy

Admission to the various programmes will be strictly based on the reservation policy of the Government of Tamil Nadu.

4. Programme Duration

4.1 The Five Year Master's Programmes consist of five academic years and ten semesters.

4.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.

4.3 Each semester will have 90 working days (18 weeks).

5. Programme Structure

5.1 The Five Year Integrated Programme consists of Language Courses, Core Courses, Allied Courses, Elective Courses, Soft Skills, Experiential Learning and Project. Students shall also participate in Extension Activities as part of their curriculum.

5.2 Language Courses

5.2.1 Each student shall take two languages of four courses each, one in each semester for the first two years of the programme.

5.2.2 Language-I shall be Tamil or another language such as Hindi or French.

5.2.3 Language-II shall be English.

5.3 Core courses

5.3.1 These are a set of compulsory courses essential for each programme.

5.3.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

5.4 Allied Courses

5.4.1 Each student shall take courses in two disciplines allied to the main subject of the programme in the first four semesters.

5.4.2 In Arts, Indian Languages, and Education, there will be three Theory Courses each for Allied-I and Allied-II.

5.4.3 In Science and Marine Sciences, each allied discipline shall have two Theory courses and one Practical course each for Allied-I and Allied-II.

5.5 Elective Courses

5.5.1 **Departmental Electives (DEs)** are the Electives that students can choose from a range of Electives offered within the Parent Department offering the Programme.

5.5.2 Interdepartmental Electives (IDEs) are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.

5.5.3 Students shall take a combination of both DEs and IDEs.

5.6 Soft Skills

5.6.1 Soft skills are intended to enable students to acquire attributes that enhance their performance and achieve their goals with complementing hard skills.

5.6.2 Soft skills include communication skills, computer skills, social skills, leadership traits, team work, development of emotional intelligence quotients, among others.

5.6.3 Each student shall choose four courses on soft skills from the First to the Sixth Semester from a range of courses offered.

5.7 Value Education

All students shall take a course on Value Education that includes human values, sustainable development, gender equity, ethics and human rights.

5.8 Experiential Learning

5.8.1 Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.

5.8.2 In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

5.9 Extension Activities

5.9.1 It is mandatory for every student to participate in extension activities.

5.9.2 All the students shall enrol under NSS/NCC/YRC/RRC or any other Service Organisation in the University.

5.9.3 Students shall put in a minimum attendance of 40 hour in a year duly certified by the Programme Co-ordinator.

5.9.4 Extension activities shall be conducted outside the class hours.

5.10 Project

5.10.1 Each student shall undertake a Project in the final semester.

5.10.2 The Head of the Department shall assign a Project Supervisor to all the students.

5.10.3 The Project Supervisor shall assign a topic for project and monitor the progress of the student periodically.

5.10.4 Students who wish to undertake project work in recognised institutions/industry shall obtain prior permission from the University. The Project Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

5.11 Value added Courses (VACs)

5.11.1 Students may also opt to take Value added Courses beyond the minimum credits required for award of the Degree. VACs are outside the normal credit paradigm.

5.11.2 VACs enhance the students' employability and life skills. VACs are listed in the University website and in the regulations on Interdepartmental Electives and VACs.

5.11.3 Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.

5.11.4 Classes for VACs are conducted beyond the regular class hours and preferably in the VIII and IX Semesters.

5.12 Online Courses

5.12.1 The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.

5.11.2 Students who successfully complete a course in the MOOC platform shall be exempted from one elective course of the programme.

5.12 Credit Distribution

The credit distribution is detailed in the Table.

	Credits
Semester I to VI	
Language-I (Tamil or any other Language)	12
Language-II (English)	12
Core Courses	60-65
Allied-I	10
Allied-II	10
Electives	15
Soft skills	12
Environmental studies (UGC mandated)	2
Value Education	2
Experiential learning	4
Extension activities	1
Total Credits (Semester I to VI)	140-145
Semester VII to X	
Core Courses	65-75
Electives	15
Project	6-8
Total Credits (Semester VII to X)	90-95
Total Credits Semester I to X (Minimum requirement for the award of Degree)	*230-240

*Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 230-240 credits.

5.13 Credit Assignment

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

6 Attendance

6.1 Each faculty handling a course shall be responsible for the maintenance of *Attendance and Assessment Record* for students who have registered for the course.

6.2 The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition, the Record shall also contain the organisation of lesson plan of the Course Instructor.

6.3 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.

6.4 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.

6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.

6.6 Each student should earn minimum of 75% attendance in the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.

6.7 Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness.

7. Mentor-Mentee System

7.1 To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.

7.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.

7.3 The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extracurricular activities.

8. Examinations

8.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).

8.2 There will be two CIA Tests and one ESE in each semester.

8.3 The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.

8.4 Continuous Internal Assessment Tests

8.4.1 The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable to the course. This requires an element of openness.

8.4.2 The students are to be informed in advance about the assessment procedures.

8.4.3 The pattern of question paper will be decided by the respective faculty.

8.4.4 CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.

8.4.5 CIA Tests will be for one to three hours duration depending on the quantum of syllabus.

8.4.6 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

8.5 End Semester Examinations (ESEs)

8.5.1 The ESEs for the odd semester will be conducted in November and for the even semester in May.

8.5.2 A candidate who does not pass the examination in any course(s) will be permitted to reappear in such course(s) that will be held in November and May in the subsequent semester/year.

8.5.3 The ESE will be of three hours duration and will cover the entire syllabus of the course.

9 Evaluation

9.1 Marks Distribution

9.1.1. Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

9.1.2 For the theory courses, CIA Tests will carry 25% and the ESE, 75% of the marks.

9.1.3 For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

9.2. Assessment of CIA Tests

9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

	Marks
Test-I& Test-II	15
Seminar	5
Assignment	5
Total	25

9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test-I	15
Test-II	15
Viva-voce and Record	10
Total	40

9.3 Assessment of End-Semester Examinations

9.3.1 Double Evaluation for the ESE is done by the University Teachers.

9.3.2 In case of a discrepancy of more than 10% between the two examiners in awarding marks, third evaluation will be resorted to.

9.4 Assessment of Project/Dissertation

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3 CIA for Project will consist of Review of literature survey, experimentation/field work, attendance etc.

9.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

9.4.5 The Project Evaluation Committee will comprise of the Head of the Department, Project Supervisor, and a senior faculty.

9.4.7 The marks shall be distributed as follows:

Continuous Internal Assessment (25 Marks)		End Semester Examination (75 Marks)	
Review-I 10	Review-II: 15	Project / Dissertation Evaluation	Viva-voce
		50	25

9.5 Assessment of Value-added Courses

9.5.1 VACs shall be evaluated completely by Internal Examiners.

9.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

9.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

9.5.4 The grades obtained in VACs will not be included for calculating the GPA.

9.6 Passing Minimum

9.6.1 A candidate is declared to have passed in each course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

9.6.4 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

10. Conferment of the Master's Degree

A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master's Programme.

11. Marks and Grading

11.1 The performance of students in each course is evaluated in terms of Grade Point (GP).

11.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

11.3 The GPA is calculated by the formula

$$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where, C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and
 n is the number of Courses passed in that semester.

11.4 CGPA is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$CGPA = \frac{\sum_{i=1}^m \sum_{i=1}^n C_i G_i}{\sum_{i=1}^m \sum_{i=1}^n C_i}$$

where, C_i is the Credit earned for the Course i in any semester;
 G_i is the Grade Point obtained by the student for the Course i and
 n is the number of Courses passed in that semester.
 m is the number of semesters.

11.5 Evaluation of the performance of the student will be rated as shown in the Table.

Letter Grade	Grade Points	Marks %
S	10	90 and above
A	9	80-89
B	8	70-79
C	7	60-69
D	6	55-59
E	5	50-54
RA	0	Less than 50
W	0	Withdrawn from the examination

11.6 Classification of Results. The successful candidates are classified as follows:

11.6.1 For **First Class with Distinction:** Candidates who have passed all the courses prescribed in the Programme *in the first attempt* with a CGPA of 8.25 or above within the programme duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (See Section 12 for details).

11.6.2 For **First Class:** Candidates who have passed all the courses with a CGPA of 6.5 or above.

11.6.3 For **Second Class:** Candidates who have passed all the courses with a CGPA between 5.0 to less than 6.5.

11.6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

11.7 Course-Wise Letter Grades

- 11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.
- 11.7.2 A candidate is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.
- 11.7.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.
- 11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the student has appeared for clearance of the arrears.
- 11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

12. Provision for Withdrawal from the End Semester Examination

- 12.1 The letter grade W indicates that a candidate has withdrawn from the examination.
- 12.2 A candidate is permitted to withdraw from appearing in the ESE for one course or courses in **ANY ONE** of the semesters **ONLY** for exigencies deemed valid by the University authorities.
- 12.3 **Permission for withdrawal from the examination shall be granted only onceduring the entire duration of the programme.**
- 12.3 Application for withdrawal shall be considered **only** if the student has registered for the course(s), fulfilled the requirements for attendance and CIA tests.
- 12.4 The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.
- 12.5 Withdrawal is **not** granted for arrear examinations of courses in previous semesters and for the final semester examinations.
- 12.6 Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.
- 12.7 Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the student to qualify for First Class with Distinction.

13. Academic misconduct

Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students' work, removing/defacing department library or computer resources, stealing other students' notes/assignments, electronically interfering with other students'/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitised on issues of academic integrity and ethics.

14. Transitory Regulations

Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted for two consecutive years after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that, the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.

15. Notwithstanding anything contained in the above pages as Rules and Regulations governing the Five Year Integrated Master's Programmes at Annamalai University, the Syndicate is vested with the powers to revise them from time to time on the recommendations of the Academic Council.

**CENTRE FOR RURAL DEVELOPMENT
ARUR-51 M.A. RURAL DEVELOPMENT
FIVE YEAR INTEGRATED ON – CAMPUS PROGRAMME
(For Student who have Joined during 2019-2020)**

SCHEME OF EXAMINATION - 2019- 2020

Objectives of the Programme

1. To make the students to understand the Role of Rural Development in National Building
2. Inculcate the habit of concentration on Rural Development activities
3. To make the students of Rural Development to be aware about the Rural Development Programmes for the benefit of the society.

Outcome of the Programme

- Can get an opportunity to appear State/Central Government competitive examinations.
- Rural Development Students are eligible to apply for the Posts at Rural Development Departments both at Central and State Level.
- Can get employment both at National and International level NGOs.
- In corporate sector, the students can get Rural Welfare Manager/Officer jobs
- Can get the Rural Project Officers/Assistants/Enumerator Posts



Annamalai University
CENTRE FOR RURAL DEVELOPMENT
M.A RURAL DEVELOPMENT (Five Year) Programme
Programme Code: ARUR 51
Programme Structure

(For Students admitted from the academic year 2019-2010)

Course Coe	Course Title	Hours/Week			Marks		
		L	P	C	CIA	ESE	Total
Semester-I							
ITAC 11	Part –I Language Tamil/ IHIC Hindi/IFRC French*	3		3	75	25	100
IENC 12	Part II English: English Through Literature I: Prose **	3		3	75	25	100
IRDC 13	Core 1: Introduction to Rural Development	4		4	75	25	100
IRDC 14	Core 2: Rural Economy	5		5	75	25	100
IESC 15	Core 3: Environmental Studies	3		3	75	25	100
IRDA 16	Ancillary 1 : Principles of Sociology	3		3	75	25	100
Total Credit from Semester I		21		21	450	150	600
Semester-II							
ITAC 21	Part –I Language Tamil/ IHIC Hindi/ IFRC French*	3		3	75	25	100
IENC 22	Part II English: English Through Literature II: Poetry**	3		3	75	25	100
IRDC 23	Core 4: Rural Industrialization	5		5	75	25	100
IRDC 24	Core 5: Role of Cooperatives in Rural Development	4		4	75	25	100
IRDC 25	Core 6: Appropriate Technologies for Rural Development	4		4	75	25	100
IRDA 26	Ancillary 1: Principles of Accounting	3		3	75	25	100
Total Credit from Semester II		22		22	450	150	600
Semester-III							
ITAC 31	Core 7: Part –I Language Tamil/ IHIC Hindi/IFRC French*	3		3	75	25	100
IENC 32	Core 8: Part II English: English Through Literature III: Drama**	3		3	75	25	100
IRDC 33	Core 9: Water Resources Management for Rural Development	4		4	75	25	100
IRDC 34	Core 10: Community Based Organizations	4		4	75	25	100
IRDC 35	Core 11: Local Governance	4		4	75	25	100
ICAC 36	Core 12: Rural Marketing	4		4	75	25	100
IRDA 37	Ancillary 1: Computer Applications	3		3	75	25	100
Total Credit from Semester III		25		25	525	175	700
Semester-IV							
ITAC 41	Part –I Language Tamil/ IHIC Hindi/IFRC French*	3		3	75	25	100
IENC 42	Part II English: English through Literature IV: Short Story**	3		3	75	25	100
IRDC 43	Core 13: Rural Youth Welfare	4		4	75	25	100
IRDC 44	Core 14: Rural Health Care Delivery System	4		4	75	25	100
IRDC 45	Core 15: Regional Planning for Rural Development	4		4	75	25	100
IRDC 46	Core 16: Rural Development and Population Dynamics	4		4	75	25	100
IRDA 47	Ancillary 1:Basic Statistics	3		3	75	25	100
Total Credit from Semester IV		25		25	525	175	700
Semester-V							
IRDC 51	Core 17: Economics Principles	4		4	75	25	100
IRDC 52	Core 18: Rural Development Administration	4		4	75	25	100
IRDC 53	Core 19: Organic Agriculture	4		4	75	25	100
IRDC 54	Core 20: Rural Banking	4		4	75	25	100
IRDC 55	Core 21: Management of Rural Development Projects	4		4	75	25	100
IRDC 56	Core 22: Gandhian Approach to Rural Development	4		4	75	25	100
Total Credit from Semester V		24		24	450	150	600
Semester-VI							

IRDC 61	Core 23: Energy Resources for Rural Development	4		4	75	25	100	
IRDC 62	Core 24: CSR in Rural Development	4		4	75	25	100	
IRDC 63	Core 25: PRA Methods & Techniques	4		4	75	25	100	
IRDC 64	Core 26: Micro, Small and Medium Enterprises & Rural Development	4		4	75	25	100	
IRDC 65	Core 27: Agricultural Economy	4		4	75	25	100	
IVEC 66	Core 28: Value Education	3		3	75	25	100	
Total Credit from Semester VI		23		23	450	150	600	
Semester-VII								
IRDC 71	Core 29: Rural Development Policy and Strategies	5		5	75	25	100	
IRDC 72	Core 30: Inclusive Development	5		5	75	25	100	
IRDC 73	Core 31: People's Participation in Rural Development	5		5	75	25	100	
IRDC 74	Core 32: Common Property Resources for Rural Development	5		5	75	25	100	
IRDE 75	Inter Departmental Electives Elective -1 Rural Development & Extension	3		3	75	25	100	
Total Credit from Semester VII		23		23	375	125	500	
Semester-VIII								
IRDC 81	Core 33: Rural Project Planning, Monitoring and Evaluation	5		5	75	25	100	
IRDC 82	Core 34: Role of NGOs in Rural Development	5		5	75	25	100	
IRDC 83	Core 35: Rural Infrastructural Development	5		5	75	25	100	
IRDC 84	Core 36: Field Placement Programme*		5	5	75	25	100	
IRDE 85	Inter Departmental Elective 1. Micro, Small and Medium Enterprises & Rural Development	3		3	75	25	100	
IRDE 85	Departmental Elective Elective 1. Women Studies Elective 2. Rural Resources Management	3		3	75	25	100	
Total Credit from Semester VIII		18	5	23	375	125	500	
Semester-IX								
IRDC 91	Core 37: Communication and Extension Techniques	5		5	75	25	100	
IRDC 92	Core 38: Research Methodology	5		5	75	25	100	
IRDC 93	Core 39: Rural Entrepreneurship Development	5		5	75	25	100	
IRDC 94	Core 40: Field Practicum (Block Placement)		5	5	75	25	100	
IRDC 95	Inter Departmental Elective Elective 1. Swachh Bharat Programme	3		3	75	25	100	
	Departmental Electives Elective 1 Rural Tourism & Employment Generation Elective 2 Voluntarism and Rural Development	3		3	75	25	100	
ISSC 96	Core 41: Soft skill	3		3	75	25	100	
Total Credit from Semester IX		21	5	26	450	150	600	
Semester-X								
IRDC 101	Core 42: SHGs and Women Empowerment	5		5	75	25	100	
IRDC 102	Core 43: Disaster Management	5		5	75	25	100	
IRDC 103	Core 44: Case Study & Village Survey		5	5	75	25	100	
IRDP 104	Core 44: Project work		8	8	75	25	100	
Total Credit from Semester X		10	13	23	300	100	400	
Grand Total					235	4425	1475	5900

L-Lectures; P- Practical; C-Credits; CIA-Continuous Internal Assessment; ESE-End Semester Examination.

Note:

1. Students shall take both Department Electives(DEs) and Interdepartmental Electives(IDEs) from a range of Choices available.
2. Students may opt for any value-added Courses listed in the University website.
3. **Note: * Part. I (Tamil, French & Hindi), ** Part. II (English) syllabi are adopted from the Respective Department of Studies duly approved by the concerned Board of Studies.**

CENTRE FOR RURAL DEVELOPMENT

Five Year P.G Programme (2019 – 2020)

ARUR-51 M.A. Rural Development

Year	I	Semester	I
IRDC 13	INTRODUCTION TO RURAL DEVELOPMENT		
Learning Objectives	LO1 To enable the students to understand the concept of Rural Development LO2 Make the students to aware about the Rural Development Programmes during the Five Year Plans		
Total Credits	70		
Total Hours	04		

Unit I: History of Rural Development (14 Hours)

Nature of scope of Rural Development- Principles of Rural Development – Evolution of Rural Development in India- Earlier Experiences- Santhiniketan, Marthanadam Project- Sevagram- Firkha Development Programme.

Unit II: Status of Rural Population (13 Hours)

Concept and dimensions of poverty-Social framework of rural society and poverty - Constraints in poverty alleviation -Poverty alleviation measures taken in India

Unit III: Rural Development in Five Year Plan(13 Hours)

Development Planning - Decentralized planning and its relevance -Five Year Plans and Rural Development

Unit IV: Rural Empowerment Programmes (13 Hours)

Concept of Empowerment – Bharath Nirman – PURA – MGNRES- PMAY- State Level Rural Development Programmes

Unit V: Rural Development Approaches and Strategies (17 Hours)

Voluntary action- Rural Reconstruction Approach – Community Development Approach – Integrated Rural Development Approaches - Sustainable Approach.

Course Outcome

- CO1 Knowledge about the Rural Development
- CO2 Conditions of the Rural Population
- CO3 Achievement of RD Programmes during the Five Year Plans
- CO4 Approaching process of RD Programmes

Text Books

1. Gayal & Garg, 2013, *Rural Development Principles, Policies & Management*, SAGE Publications, New Delhi.
2. IGNOU, 2005, *Rural Development: Indian Context*, IGNOU Publications, New Delhi
3. Katar Sing, 2012, *Rural Development -Principles, Policies & Management*, SAGE Publications, New Delhi.

Supplementary Readings

1. Pankaj, 2014, *Rural Development in India*, Rawat Publications, New Delhi.
2. Sahu.B.K. 2003, *Rural Development in India*, Anmol Publications, New Delhi

Year	I	Semester	I
IRDC 14	RURAL ECONOMY		
Learning Objective	LO1 To provide knowledge to the students about the economic functions in rural area. LO2 To understand the problems of population, unemployment		
Total Credits	05		
Total Hours	75		

Unit I: Introduction (14 Hours)

Introduction to Rural Economics: Nature and Scope of Rural Economics, Inter-disciplinary approach of Rural Economics –Components-Structure and Characteristics - Pre and Post- independence.

Unit II: Agriculture (16 Hours)

Land Holdings- Sub-division of Holdings & Fragmentation – Land Reform- Land Ceiling Act- Rural Labour Force- Problems - Migration- Causes- Density of Population and Remedies.

Unit. III Factors (15 Hours)

Resources Mobilisation- Local Finance- Sources- Expenditure Collection of Local Taxes- Rural Occupational Structure- Nature- Occupational Distribution in Rural India- The Concept of Work Participation Rates- Transport- Marketing Facilities.

Unit. IV Resources Conservation (15 Hours)

Resources Conservation- Collective Action- Rural Institutions- Associations and People's Participation- Local Governing Bodies- Gram Panchayat- Rural Education- Vocational & Skill Development- Clean India Campaign (Swachh Bharat Abhiyan-Rural)

Unit. V Poverty & Unemployment (15 Hours)

Rural Poverty and Unemployment : Rural Poverty-Meaning, Estimates, Causes and Consequences. Unemployment - Meaning, Types, Magnitude of Rural Unemployment, - Causes and Consequences..

Course Outcome

CO1 Know the structure of the Rural Economy

CO2 Complete knowledge on Land reform and problems of migration Ways of resource conservation

Text Book

1. Gurusamy. M.P, 2015, Rural Economy, S.Chand & Company, New Delhi
2. Dingra.I.C, 2014, Rural Economics, Sultan Chand & Sons, New Delhi
3. Sankaran.S, 2010, Rural Economics, Margaham Publications, Chennai.

Supplementary Readings

1. Dutt R.C. and K .P.M Sundaram, 2012, *Indian Economy* S. Chand & Sons, New Delhi
2. Prasad, B.K, 2013, *Rural Development*, Surup and Sons Publishers, New Delhi

Year	I	Semester	I
IESC 15	ENVIRONMENTAL STUDIES		
Learning Objectives	LO1 To introduce the learners to the ecosystem and to create environmental awareness among them. LO2 The course aims at creating pollution free environment and protecting the natural resources.		
Total Credits	03		
Total Hours	65		

Unit I: The Environmental System(11 Hours)

(1.1) The Services Provided by the Environmental System, (1.2) Ecosystems: Food Chains, Food Webs, Ecological Pyramids, (1.3) Biochemical Cycles: Hydrological Cycle, Carbon Cycle.

Unit II: Environmental Damage- Pollution(13 Hours)

Sources and impact of (2.1) Air Pollution; (2.2) Water Pollution; (2.3) Land Pollution; (2.4) Municipal Solid Waste; (2.5) Noise Pollution.

Unit III: Resource Depletion (13 Hours)

(3.1) Importance of Forests: Causes and Consequences of Deforestation,(3.2) Bio Diversity: Meaning and Importance-Reasons and Consequences of Biodiversity , Decline, (3.3) Consequences of Overdrawing Water Resources.

Unit IV: Global Climate Change (14 Hours)

(4.1) The Science of Climate Change-The Green House Effect, (4.2) Sources and Impact of Climate Change, (4.3) Coping with Climate Change

Unit V: Sustainable Development (14 Hours)

(5.1) Concepts and Definition of Sustainable Development , (Brundtland Commission Definition), (5.2) Poverty, Population Growth and Environmental Damage, (5.3) Policies for Sustainable Development

Course Outcome

CO1 Knowledge on environmental structure

CO2 Reasons for resource depletions

CO3 Climate change and its impact on sustainable development

Text Book

1. Rajagopalan. R, 2015, Environmental Studies, Oxford University Press, New Delhi
2. Shankar, 2017, Environment, S. Chand & Company, New Delhi
3. Mahua Basu, 2017, Fundamentals of Environmental Studies, S. Chand & Company, New Delhi

Supplementary Readings

1. Erach Bharucha, 2004, *Environmental Studies*, UGC, New Delhi.
2. Kalavathy S, 2004, *Environmental Studies*, Bishop Heber College Publication, Trichy

Year	I	Semester	I
IRDA 16	PRINCIPLES OF SOCIOLOGY		
Learning Objectives	LO1 Make the students to understand the basic principles of Sociology LO2 To understand about the Social Groups and Institutions		
Total Credits	03		
Total Hours	65		

Unit I: Introduction (15 Hours)

Meaning, Nature and Scope of Sociology and Applied Sociology - Role of Sociologists in Applied Sociology - Scientific Characteristics of Sociology - Sociology and other Social Sciences - Economics, Political Science, Anthropology, History, Psychology - Importance of Applied Sociology.

Unit II: Basic Concepts (13 Hours)

Basic Concepts - Society - Community - Institution - Association - Social Group – Role and Status.

Unit III: Social Groups (11 Hours)

Social Groups - Definition - Characteristics - Types and Functions- Relevance-Impact.

Unit IV: Social Culture (13 Hours)

Culture - Definition - Characteristics - elements, functions - Cultural Lag - Ethnocentrism - Culture and Civilization - Cultural Uniformity and Variability.

Unit V: Social Institutions (13 Hours)

Major Social Institutions and their Nature and Functions - Marriage - Family - Religion - Education - Economy - Government.

Course outcome

CO1 Role of sociology in Rural Development

CO2 Knowledge on Social groups, social culture and social institutions

Text Books

1. Shepard, John, M. 1980, Sociology, West Pub. Co., Minnesota
2. Vijay Bhushan & Sach Deva D.R, 1995, An Introduction to Sociology, Kitab Mahal, Allahabad
3. Goode C.J, 1977, Principles of Sociology, Media Promoters & Publishers Pvt. Ltd, Mumbai

Supplementary Readings

1. Ogburn, W.F & Nimkoff, M.F, 1958, A Hand Book of Sociology, Houghton Mifflin Company, Boston.
2. Horton, B and Hunt, L, 1984, Sociology, McGraw Hill Book Co, Tokyo.

Year	I	Semester	II
IRDC 23	RURAL INDUSTRIALIZATION		
Learning Objectives	LO1 To enable the students to identify the scope and the utility value of Rural Industries in Rural Development LO2 To understand the role of Gandhian Concept for Rural Industrialisation		
Total Credits	05		
Total Hours	75		

Unit I: Introduction (15 Hours)

Rural Industries – Meaning – Scope and Definition and its significance in Economic Development - Rural Industries in India- Recent Trends.

Unit II: Types (15 Hours)

Types of Rural Industries – KVIC and KVIB – Resource Base demand base and service oriented- cottage Industries- Tiny Industries

Unit III: Gandhian Concept (15 Hours)

Gandhian concept of Rural Reconstruction – Labour Intensive Technology – Model Rural Industrialization - Gandhian concept of Agro based industries.

Unit IV: Promotional Agencies (15 Hours)

Promotional Agencies of Rural Industrialization – Raw material – financial Institution – Several Board of Village marketing Assistance

Unit V: Problems of Rural Industries (15 Hours)

Problem of Rural Industries – Organizational – Financial - technical – Managerial – marketing practices and field visits of selected industrial unit

Course outcome

CO1 Knowledge on Need for Rural Industries

CO2 Knowledge About the Agro based industries

CO3 Eradication of unemployment and poverty through rural industrialisation

Text Books

1. Sundaram J.B, 2012, *Rural Industrial Development*|| Vora &Co.,Publishers(P) Ltd.
2. Depin Bebari, 2013, *Rural Industries in India* Vikas Publishing Company, Bombay.
3. Soundarapandian, 2009, *Rural Industrialization problems & Prospects*, Concept Publishers, New Delhi

Supplementary Readings

1. DAK T.M, 2010, *Rural Industrialization challenges and perspectives*, Northern Book Centre, New Delhi
2. Jain O.P, 2012, *Rural Industrialization*, Commercial Publication Bureau, New Delhi.

Year	I	Semester	II
IRDC 24	ROLE OF CO-OPERATIVES IN RURAL DEVELOPMENT		
Learning Objectives	LO1 To enable the Students to learn the various principles and types of co- operatives and its role in Rural Development LO2 Know about the cooperative credit movement		
Total Credits	04		
Total Hours	70		

Unit I: Co-operation (12 Hours)

Meaning & Definition of Co- Operation- Principles- Co- Operative Movement in India - Central Co-Operative Banks - Primary Agricultural and Rural Development Cooperative Bank

Unit II: Co-operative credit movement in India (16 Hours)

Primary Agricultural Cooperative Societies (PACSS)- Objectives- Functions- Role of NABARD- Role of Cooperatives in Rural Development- Co-Operative Marketing Societies- Regulated Marketing Societies – Cooperative Sugar & Textile Mills

Unit III: Co-operative Credit (15Hours)

Historical development -co-operative credit structure in India - District Central Co-operative Banks - State Co-operative Apex Bank - Agriculture and Rural Development Banks – NABARD

Unit VI: Co-operative Institutions in India (11 Hours)

Organization and Functions - Government's Role - Co-operative Education and Training- Tamil Nadu Co-Operative Federation.

Unit V: Cooperative Organisations (16 Hours)

Progress and Problems, Structure, organization and progress of IFFCO _ KRIBHCO – NCCF - NCDC - NAFED - NCUI - National Co-operative Bank of India: Growth of co-operative movement in Tamil Nadu.

Course outcome

CO1 able to understand the Cooperatives and their relevance today

CO2 Identify the Benefits of cooperative societies

CO3 Knowledge on Cooperative institutions for Rural Development

Text Books

1. Nakkeeran. S, 2014, Co-operatives & Integrated Rural Development Programme, K.M. Mittal Publications, New Delhi
2. Anil Bhumalai, 2003, Rural Cooperative & Economic Development, Sarup & Sons Publishers, New Delhi.
3. Kishou Mathew Arnold 2014, Cooperatives and Rural Development, Scholars Press, New Delhi.

Supplementary Readings

1. Lyimo Fanuel. F, 2012, Rural Cooperation, Mukuki Na Nyota Publishers, Salam Tanzania
2. Ramesh M, 2012, Rural Cooperatives, Himalaya Publishing Company, New Delhi

Year	I	Semester	II
IRDC 25	APPROPRIATE TECHNOLOGIES FOR RURAL DEVELOPMENT		
Learning Objectives	LO1 To enable the students to make use of the scientific knowledge on appropriate technology to apply in solving the village problem. LO2 To know about the use of natural manures		
Total Credits	04		
Total Hours	70		

Unit I: Appropriate Technology (12 Hours)

Meaning- Concepts- Principles- Backgrounds- Relevance in Rural Area-Use of Local raw Materials

Unit II: Application to Agriculture and Animal Husbandry Development(16 Hours)

Use of Fertilizer, Manure, increase production – post harvest technology – reduce production cost- Traditional Management of Cattle Animals- Prevention of Common Diseases and Medicines

Unit III: Agro based Industries: (14 Hours)

Agro-Based industries – Food production technology – Post harvest technology – demand based units.

Unit IV: Soil and Water Management: (14 Hours)

Soil Resources Management & conservation- Vermi-compost- Natural Manure Preparation- Usages

Unit V: Energy and Environmental preservation (14 Hours)

Bio energy – conventional and non conventional of energy – Environmental preservation- Usage of Fuel woods

Course outcome

- CO1 Knowledge of rural technologies which do not affect the environment
- CO2 Establishment of agro-based industries
- CO3 Awareness and use of bio energy

Text Books

1. Chattopadhyay, B.C, 2012, *Science and Technology for Rural Development*, S.Chand & Co. New Delhi.
2. Pandey, G.N, 2010, *Rural Development in India, Engineering Application*, Anmol Publication, New Delhi
3. Siva.D. 1999, *Role of Appropriate Technology in Rural Development*, McGraw Hill Education India Pvt., Ltd., New Delhi.

Supplementary Readings

1. Floris P. Blenkerberg, 2011, *Appropriate Technologies for Rural Development in India*, Concept Publications, New Delhi.
2. Pandey, B.V, 2015, *Role of Science & Technology in Rural and Economic Development in India*, S.Chand & Co., New Delhi.

Year	I	Semester	II
IRDA 26	PRINCIPLES OF ACCOUNTING		
Learning Objectives	LO1 To understand the basic principles and practices of accounting. LO2 To train them to prepare subsidiary books & trial balance LO3 To know the Accounting for non-trading concern also		
Total Credits	04		
Total Hours	70		

Unit I : Introduction and Book keeping (19 Hours)

Meaning and Scope of Accounting – Book keeping and Accounting – Accounting concepts and conventions – Capital and Revenue Classification – Rules of Accounting – Journal – Postings – ledger – Subsidiary Books – Preparation of Trial Balance.

Unit II: Final Accounts of sole Trading Concern (14 Hours)

Preparation of Final Accounts of a Sole Trading Concern Manufacturing Account – Trading Account – Profit & Loss Account – Balance Sheet – Simple Adjustments.

Unit III : Accounting of Non-trading Concern (13 Hours)

Receipt and Payments A/C – Income and Expenditure A/C – Distinction between Receipts and Payments A/C and Income and Expenditure A/C – Final Accounts of Non Trading concern.

Unit IV: Single Entry System (13 Hours)

Concept – Features of Incomplete Records – Single entry system Vs. Double entry system – Calculation of Profit by Conversion method and Statement of Affairs Method.

Unit V: Depreciation (11 Hours)

Concept of Depreciation – Accounting Standard 6(Revised) – Depreciation Accounting – Provisions and Reserves – Causes of Depreciation, depletion, amortization – Methods of Providing Depreciation.

Course outcome

CO1 Acquiring knowledge on basic accounting & book keeping

CO2 Capable to prepare final accounts

Text Books

1. Shukla M.C., Crewal T.s. Cuptha S.C. 2014 Advanced Accounts, S. Chand & Co., New Delhi
2. Reddy, T.S. Muruthy A, 2016, Financial Accounting, Margham Publications, Chennai.
3. Jain S.P, Narang K.L, 2016, Principles of Accounting, Vikas Publishing House, New Delhi

Supplementary Readings

1. Gupta, R.L & Radhaswamy, M, 2013, *Financial Accounting* Sultan Chand & Sons, New Delhi
2. Jensa C.M., Chawla, R.C. & Seyena, K.K., 2011, *Book Keeping and Accountancy*, Kalyani Publishers, New Delhi.

Year	II	Semester	III
IRDC 33	WATER RESOURCES MANAGEMENT FOR RURAL DEVELOPMENT		
Learning Objectives	LO1 To know the local level water bodies and their advantages LO2 To make the student to aware about management practices of local water resources and development.		
Total Credits	04		
Total Hours	70		

Unit I: Introduction (11 Hours)

Water Resources– Local Perspectives & Global Scenario– Usage of Fresh water- Increasing Demand for Domestic and Irrigation usage.

Unit II: Local Level Water Bodies (15 Hours)

Local Water Resources –Availability and Usage – Water Structure and Water Bodies – Canals – Water sub- channels- Tanks, Ponds – Wells- Open Wells & Tube Wells- Field to Field Irrigation

Unit III: Management of Water Resources at Village Level (14 Hours)

Management of Local Water Resources – Conservation of Tanks – Tank properties – Bunds –Foreshore Area- Canals and Canal Banks– Well Irrigation-Water Storage System – Distribution Practices

Unit IV: Participatory Irrigation Management (14 Hours)

Participatory Irrigation Management– Concept & Practices – Traditional Management of Tanks and Ponds – Local Technology and Management of Canals, Tanks and Wells.

Unit V: Techniques for Rural Water Management (16 Hours)

Methods and Techniques for Management of Local Water Resources – Ground Water Recharge – Tanks storage – Percolation tanks – Farm Ponds – Management of existing water bodies situated in Villages- Plan for Local Water resources management.

Course Outcome

CO1 Acquiring knowledge on local level water bodies

CO2 Obtaining different water management techniques

CO3 Application of participatory water management

Text Books

1. Palanisami, K, Balasubramaniyan, R and Mohammed Ali, (2007) Present Status and Future Strategies of Tank Irrigation in Tamil Nadu, Tamil Nadu Agricultural University, Coimbatore.
2. Ojha.S.P etal, 2017, Sustainable Water Resources Management, Springer Publications, New Delhi
3. Lawrance K Wang, 2017, Advances in Water Resources Management, Springer Publications, New Delhi

Supplementary Readings

1. Anil Agarwal & Sunita Narain, 2013, Dying Wisdom: Raise & Fall, Centre for Science & Environment, New Delhi.
2. Balamurugan, P, 2016, A Monograph no Local Level Water Bodies and Environmental Sustainability: A Case of Rural Tanks in Tamil Nadu, Centre for Rural Development, Annamalai University, Annamalai Nagar

Year	II	Semester	III
IRDC 34	COMMUNITY BASED ORGANIZATIONS		
Learning Objectives	LO1 To understand the principles and philosophy of Rural organizations viz. Co-operatives, Panchayati Ra j and Peoples' Organizations LO2 To get the knowledge about the Development forums		
Total Credits	04		
Total Hours	70		

Unit I: Promotional Agencies: (18 Hours)

People's organizations - Social organizations - Youth Clubs –Mahila Mandals - Farmers Clubs - Science- Clubs - Energy Clubs -Blood Donors Clubs — Peace-Brigades - Religious organizations and sports Clubs.

Unit II: Development forums (13 Hours)

Economic organizations - Village Planning Committee - Village Development Committee (Grama Sabha) - Marketing societies -Farmers Market and its importance

Unit III: Panchayat Raj (14 Hours)

Local level planning bodies - Evolution - Concept - Structure -Functions – 73rd Amendment-3 tier structure, Grama Sabha - Finance – Advantages

Unit IV: Cooperatives (13 Hours)

Rural Co-operatives - Principles and Philosophy - Co-operative movement - Types of Co- operatives - Credit, Marketing, processing, distributive and milk society

Unit V: Self Help Groups (12 Hours)

Co-operative Education - Procedure for forming and registering co-operatives - Bio - Village - Self Help Groups

Course outcome

- CO1** Able to form different organization at the village level
- CO2** Can guide the SHG groups
- CO3** Advisor of the Village Level Planning Committee

Text Books

1. Desai V, 2010,Rural Development: Organisations & Management- Sage Publications, New Delhi.
2. Christopher A.J. & Thomas Williams A 2016, Community Organizations & Social Action, Himalaya Publishing House Pvt.Ltd., Delhi.
3. Suresh Murugan,2013 Community Organization and Social action social work Department, PSGCAS, Coimbatore.

Supplementary Readings

1. Gangeade, K.D. 1971, Community organizations in India, Popular Praksshan, New Delhi.
2. Asha Ramagonda Patil, 2018, Community organization & Development: An Indian perspective PHI Learning Publishers, New Delhi.

Year	II	Semester	III
IRDC 35	LOCAL GOVERNANCE		
Learning Objectives	LO1 To understand the need for local governance for rural development. LO2 To know about the different models of the local governance LO3 To understand the concept of good governance		
Total Credits	04		
Total Hours	70		

Unit I: Democratic Decentralization (17 Hours)

Democracy-Types of Democracy: Direct & Representative – Basic Principles of Democracy: Pluralism, Citizenship and Respect for Human Rights- Decentralization-Types: Deregulation, Delegation and devolution-Principles- Democratic Decentralization: Significance-Approaches: Political, Administrative and Fiscal.

Unit II: Models of Local Governance (15 Hours)

Local Government and Local Governance- Models of Local Governance: Meaning and features- Localist, Individualist, Mobilization and Centralist Citizen Centered Local Governance: Responsive, Responsible and Accountable

Unit III: Rural Local Government: Structure and Functions (11 Hours)

Rural Local Government in India: Emergence and Evolution. The 73rd Constitutional Amendment Act: 11th Schedule- Three Tier Structure: Powers and Functions

Unit IV: Good Governance (13 Hours)

Good Governance-Features of Good Governance: Accountability, Transparency, Responsiveness, Equity & Inclusiveness, Effectiveness & Efficiency, Rule of law, Participatory, Consensus

Unit V: Initiatives in Local Governments (14 Hours)

Initiatives in Local Governments: Social Audit, Citizen Charter, Citizen Report and Ombudsman. Right to Education, Right to Information and Right to Public Services- Measuring Local Governance.

Course Outcome

- CO1** Knowledge on democracy
- CO2** Functions of the Local government
- CO3** Role of Local Government in Rural Development

Text Books

1. Kuldeep Mathur, 2013, Panchayati Raj, Oxford University Press, New Delhi.
2. Raghuanadan T.R. 2012, Decentralization and Local Governments, Orient Black Swan, New Delhi.
3. Henry Middeck, 2018, Panchayat Raj: A Study of Rural Local Government in India, Oxford Publishing House, New Delhi.

Supplementary Readings

1. Sharma M.P, 2012, Local Self-Government in India, Monoharlal Publishes Pvt.Ltd., New Delhi
2. Sayal, 2010, Local Governance in India, Oxford University Press, New Delhi

Year	II	Semester	III
IRDC 36	RURAL MARKETING		
Learning Objectives	LO1 To know about Rural Marketing & dimensions of market LO2 To understand about the marketing channels LO3 To get the information of rural marketing environment		
Total Credits	04		
Total Hours	70		

Unit I: Introduction (10 Hours)

Concept and definition - Components of a market - Dimensions of a market -, components of market structure.

Unit II: Marketing futures: (15 Hours)

Marketing of agricultural inputs - Consumable, durable » Special features of agricultural input marketing - Chemical fertilizers - Supply Gap, Prices – Seeds other Inputs - Production and supply and distribution

Unit III: Marketing channels (18 Hours)

Marketing channels - Definition -Efficient marketing - Approaches to the Marketing costs and efficiency - Marketing costs, Market Integration - Types of market integration — Degree of integration Effects of integration, measurement of integration.

Unit IV: Traditional Marketing (13 Hours)

Characteristics of traditional marketing system - Problems in rural marketing - Marketing agencies and institutions -Co-operatives - Regulated markets

Unit V: Marketing Environment (14 Hours)

Marketing functions - Packaging, Transportation, Grading and Standardization, Storage and ware housing - Price discovery and price determination- Market information -

Course Outcome

- CO1** Obtain Knowledge about the rural marketing
- CO2** Able to analyse the marketing environment
- CO3** Adopt the different marketing channel

Text Books

1. Prasad, Jagdish and Arbind Prasad, 2015, Indian Agricultural Marketing, Mittal Publications, New Delhi
2. Dinesh Kumar & Poonam Gupta, 2017 Rural Marketing: Challenges and opportunities Sage Publication, New Delhi.
3. Habeeb K.S. Rahman V.R, 2018, Rural Marketing in India, Himalaya Publishing House, New Delhi.
4. Dogra.B Ghuman K. 2015, Rural Marketing Concepts & Practices. The McGraw Hill Company, New Delhi.

Supplementary Readings

1. Acharaya, S.S. and M.L. Agarwal , (2013) Agricultural Marketing in India, Oxford and IBH Publishing, New Delhi.
2. Gopalswamy, T . , 2007, Rural Marketing A.H. feeler and Co., New Delhi.

Year	II	Semester	III
IRDA 37	COMPUTER APPLICATIONS (Common Course)		
Learning Objectives	LO1 To introduce the students to the fundamentals of hardware of a computer and its applications LO2 Make them to understand about the software LO3 Introducing Internet LO4 Introducing Browser and Its types		
Total Credits	03		
Total Hours	65		

UNIT I: (16 Hours)

Introduction to Computers: History - Generation of Computers - Storage Devices - Primary Storage Devices (RAM, ROM, PROM, EPROM) - Secondary Storage Devices (Floppy Disk, Hard Disk, Optical Disk and Magnetic Tapes) - Input and Output Devices (Keyboard, Mouse, Joystick, Monitor, Printers and Scanners).

UNIT II: (16 Hours)

Introduction to Operating System: Types of Operating System (DOS, Windows) – Operating System Features – Booting (Warm and Cold Booting) - Introduction to Software: Software Types (System Software, Application Software) - Computer Languages (Machine Language, Assembly Language and High Level Language) – Computer VIRUS, WORMS and Vaccines.

UNIT III: (11 Hours)

Personal Productivity Software: Introduction to MS-Office - MS-Word - MS-Excel - MS-Power Point - MS-Access.

UNIT IV: (11Hours)

Data Communication: Elements - Computer Network - Types (LAN, MAN and WAN) - Topology - Transmission Media – Guided Medium (Twisted Pair, Coaxial Cable and Fiber Optic Cable) – Wireless Transmission.

UNIT V: (11 Hours)

Introduction to Internet: Browser and Its types - World Wide Web (WWW) - Internet Service Provider (ISP) - HTTP - Electronic Mail - Introduction to Multimedia - HTML - Creation of Web Pages.

Course outcome

- CO1** Understand about the hardware and software
- CO2** Know about the employable packages
- CO3** Complete knowledge on Internet and related things

Text Books

1. V.Rajaraman, 2013, *Introduction to Information Technology*. PHI Private Learning Limited, New Delhi.
2. Tay Vaughan, 2011, *Multimedia: Making It Work*, McGraw-Hill, Osborne
3. Krishnan, 2000, *Windows and MS – Office 2000*, Scitech Publication Pvt. Ltd, Chennai
4. Ned Sneel, 1998, *The Internet Starter Kit in 24 Hrs*, Tech Media

Supplementary Readings

1. Peter Norton, 2010, *Introduction to Computers*. (4th Edition). Delhi: Tata McGraw-Hill.
2. Alexis & Mathew, 2013, *Fundamentals of Information Technology*, Vikas Publishing House, New Delhi

Year	II	Semester	IV
IRDC 43	RURAL YOUTH WELFARE		
Learning Objectives	LO1 To engage and channelize the energy of youth in a positive manner for national building process LO2 Make the students to understand about the participatory governance LO3 Acquire information about the Youth Welfare Programmes		
Total Credits	04		
Total Hours	70		

Unit I: Youth Development (10 Hours)

Concept of youth, needs and problems of youth in rural Area- Cultural gap and conflicts amongst Youth

Unit II: Youth and Social Development (12 Hours)

Promotion of Social Harmony and national Unity among Youth- Role of Youth in Family, Community and Society

Unit III: Participatory Governance (17 Hours)

Capacity Building Initiatives, Decentralized Planning – Micro Planning process, Bottom up Planning, Accountability and transparency and status of youth--involvement and progress.

Unit IV: National Programmes for Youth (16 Hours)

Nehru Yuva Kendra Sangathan – Youth Clubs/Mahila mandals, Origin, Programmes and functions. National Volunteers Scheme, Origin, Programmes and functions.

Unit V: Youth Welfare (15 Hours)

Self-employment Measures, Youth Leadership Training, Games and Sports-needs and importance, Youth rights and responsibilities

Course outcome

- CO1** obtain Awareness about the youth development
- CO2** able to Process the capacity building among rural youth
- CO3** gather Information on National Programmes for youth

Text Books

1. Nair. S, 2013, Indian Youth, Mittal Publications, New Delhi
2. Sing & Raj, 2012, Rural Youth, Chugh Publications, Allahabad
3. Narayana Gowda. K, 2013, Youth in Agriculture and Rural Development, New India Publishing Agency, New Delhi

Supplementary Readings

1. Gandhi. PK (2014) Youth in India, Kanishka Publising Company, New Delhi.
2. Pandey & Rajendra (2010) Sociology of Rural Youth, Sterling Publishers, New Delhi

Year	II	Semester	IV
IRDC 44	RURAL HEALTH CARE DELIVERY SYSTEM		
Learning Objectives	LO1 To make the students to understand the Health and related issues in Rural Areas LO2 Understand the role of Health in rural sector LO3 to understand the role of community medicine in rural sector		
Total Credits	04		
Total Hours	70		

Unit I: Introduction to Rural Health (10 Hours)

Meaning - Importance - Development Planning and Rural Health

Unit II: Health Policies and Rural Development (13 Hours)

Health Planning Approaches and Perspectives - Policies - Goals - Objectives - Targets - Organizations - Important Issues and Problems

Unit III: Health Care Delivery System (16 Hours)

Patterns of Health Facilities - Primary Health Care Concept - Health Workers – Maternity Centres- Village Health Workers & Nurses- Roles & responsibilities

Unit IV: Health Issues (14 Hours)

Community Health - Issues and Problems Priority - Vulnerable Sector -Maternal and Child health care - Family Welfare Programmes.

Unit V: Health Programmes (17 Hours)

Health Programmes - Nutrition - CDC - Sanitation and Rural Development. International Aided Projects - Health Economics - Cost Benefit - Effect Approach

Course outcome

CO1 Aware about the rural health

CO2 acquire Knowledge about the health care delivery system

CO3 Aware about the Rural Health Programmes

Text Books

1. Prasad Singh (2010) *Rural Health and Rural Development*, Amar Prakasham Delhi, 2010.
2. Battacharya J. 2013, *Health Economics*, Concept Publishers, New Delhi
3. Sahyog J.S, 2017, *An Atlas of Rural Health*, Amazon Asia Pacific Land Holdings, New Delhi.

Supplementary Readings

1. MoH& FW, 2014, *Rural Health Care System*, PHI Learning Publishers, New Delhi..
2. Hari Babu.V, 2009, *Rural Health Care Delivery System*, The Associate Publishers, New Delhi

Year	II	Semester	IV
IRDC 45	REGIONAL PLANNING FOR RURAL DEVELOPMENT		
Learning Objectives	LO1 To enable the student to understand the Planning in India LO2 To know about the regional planning strategies LO3 To acquaint with GIS for regional planning		
Total Credits	04		
Total Hours	70		

Unit I: Introduction (10 Hours)

Planning : Meaning and Concept of Planning and Regional planning cycle- Sources of Planning

Unit II: Regional Planning Theories (17 Hours)

Theories of Regional planning Development - Weber's Theory of location – Christallers's Central Place Theory – Growth Pole or Development Pole theory of Perroux - Information Revolution and Regional Development

Unit III: Planning strategies (16 Hours)

Causes of regional Disparities – Indicators – Extent – Trends – Policies and Programmes to reduce Disparities – Regional Planning – Backward Area Development Programmes

Unit IV: Micro-Level Planning (14 Hours)

Meaning- Concepts- Planning process - Steps and Approaches for planning- Data base and Case Study- Role of MLP in Rural Development.

Unit V: Usage of GIS (15 Hours)

Geographical Information System and Planning- Meanings- Scope- Map Drawing- Locations- Scaling- Role of Remote Sensing in Rural Planning.

Course Outcome

CO1 Well versed in Regional Planning theories

CO2 Knowledge on GIS and its uses on regional planning

CO3 More information on preparation of Micro Level Planning

Text Books

1. Ajit Kumar Singh, 2011, "Patterns of Regional Development A comparative study", Sterling Publishing Co., New Delhi
2. Shrivastava O.S. 2009, Regional Economics and Regional Planning, Anmol Publishing Pvt. Ltd., New Delhi.
3. Misra & Puri 2010, Indian Economy Himalaya Publishing House New Delhi

Supplementary Readings

1. Oakley, P. et. al., 2011, "Projects With People - The Practice of Participation in Rural Development", ILO, Geneva
2. Misra, Urs and Nataraj, 2005, Regional Planning and National Development, Vikas Publishing House, New Delhi

Year	II	Semester	IV
IRDC 46	RURAL DEVELOPMENT AND POPULATION DYNAMICS		
Learning Objectives	LO1 To make the students to understand about the population dynamics LO2 To find out the reasons for rural urban migration LO3 To integrate the rural and urban LO4 To know about the population policies and programmes		
Total Credits	04		
Total Hours	70		
Unit I: Rural Development & Population Dynamics (18 Hours) Demography: Nature and scope, Inter-disciplinary nature; Sources of demographic data: Population Census, Registration systems, Population growth - Population structure. Population distribution in Rural India			
UNIT II: Fertility of Population (11 Hours) Fertility; concepts, definitions-Basic measures of fertility . Fertility trends and differentials in India. Factors affecting fertility.			
UNIT III: Population Mortality (14 Hours) Mortality: Concepts, factors, basic measures, infant mortality: meaning, Measures, factors affecting infant mortality; mortality trends and differentials in India.			
UNIT IV: Rural Urban Migration and versa (13 Hours) Migration: Meaning, Concepts, types of migration, Migration streams, Characteristics of migrants- Causes and Consequences			
UNIT V: Population Policies and Awareness Programmes (14 Hours) Population Policy: Goals and objectives; Population Responsive Policies; Population policy in India; Family Welfare programmes: History, Approaches, targets and achievements; future prospects.			
Course Outcome	CO1 to be aware about the Census, population distribution and structure CO2 acquire the knowledge on Migration and it causes CO3 able to formulate Population policies of the country		
Text Books <ol style="list-style-type: none"> Charles Nam, 2012, <i>Population and Society</i>, Houghton Mifflin Company, Boston Agarwais S.N, 2011, <i>India's Population problems</i>, Tata McGraw Hill Company, New Delhi Bhende Asha A. and Tara Kanitkar, 2011 <i>Principles of Population Studies</i>, Himalaya publishing House, Mumbai 			
Supplementary Readings <ol style="list-style-type: none"> Asha A. and Kanitkar, 2011, <i>Principles of Population Studies</i>, Himalaya Publishing House, Mumbai Sharma K.R., 2007, <i>Demography and Population Problems</i>, Atlantic Publications, New Delhi 			

Year	II	Semester	IV
IRDA 47	BASIC STATISTICS		
Learning Objectives	LO1 To make the students know about the Basic Statistics Principles LO2 To acquire knowledge on graphical representation and collection of data		
Total Credits	03		
Total Hours	65		
UNIT I : Introduction (10 Hours) Nature, Significance and Limitations of Statistics - Collection of data - Primary and Secondary Data - Methods of collecting Primary Data – Sampling procedure and types Classification and Tabulation of Data.			
UNIT II: Central Tendency (12 Hours) Measures of Central Tendency - Mean, Median and Mode - their Merits and Demerits			
UNIT III: Measures of Dispersion (15 Hours) Measures of Dispersion Range, Mean deviation, Quartile Deviation and Standard Deviation – Skewness - Karl Pearson's and Bowley's Coefficient of Skewness			
UNIT IV: Correlation (15 Hours) Simple Correlation - Karl Pearson's coefficient of correlation, Spearman's Rank Correlation.			
UNIT V: Diagrammatic Representation (13 Hours) Diagrammatic and graphical representation of data – Bar diagrams - Pictograms and Cartograms, Frequency Distribution - Histogram, Frequency Curve.			
Course Outcome	CO1 Acquiring basic statistical knowledge CO2 Computation ability CO3 Capability in statistical applications CO4 able to collect and analyse the data		
Text Books <ol style="list-style-type: none"> 1. Elementary Statistical Methods, S.P. Gupta, 2018, Sultan Chand & Sons, New Delhi 2. Vijaykrishnan, 2011, Statistics for beginners, Atlantic Publisher, New Delhi. 3. Asthana B.N, 2011 Elements of Statistics S.Chand & Company, New Delhi. 4. Singh S.R, 2015, Business Statistics APH Publishing Corporation, New Delhi. 			
Supplementary Readings <ol style="list-style-type: none"> 1. Croxton and Cowden, 2003, Practical Business Statistics, Prentice Hall, London. 2. Mode, E.B., The Elements of Statistics, Prentice Hall, New York. 			

Year	III	Semester	V
IRDC 51	ECONOMICS PRINCIPLES		
Learning Objectives	<p>LO1 To Make the Students to understand the applications of Economics Principles</p> <p>LO2 To acquire knowledge on Consumer behavior and consumer surplus</p> <p>LO3 To know about the structure of a market</p> <p>LO4 To understand about the India's National Income</p>		
Total Credits	04		
Total Hours	70		
<p>Unit I: Definition of Economics (17 Hours) Definition of Wealth- Welfare– Scarcity– Basic Concepts of Economics- Opportunity Cost- Marginalist Decision Making- Wealth- Income-Market- Price- Factors of Production and Rural Development.</p> <p>Unit II: Consumer Behaviour (15 Hours) Law of Demand- Diminishing Return- Factors determining Demand- Elasticity of Demand- Bandwagon and Veblen effects– Giffin Paradox - Consumer Surplus- Applications and Practices in Rural Area.</p> <p>Unit III: Production Theory (14 Hours) Law of Supply- Factors determining supply – Elasticity of Supply- Costs: Average Cost- Marginal Cost- Total Cost- Revenue: Average and Marginal Revenue - Profit Maximisation Rule (MC=MR)</p> <p>Unit IV: Market Structure (14 Hours) Price Determination in the Market (Demand- Supply analysis)- Perfect Competition – Monopoly- Monopolistic Competition – Oligopoly (Merits & Demerits Only)- Application in Rural Sectors- Agriculture- Industries and Services</p> <p>Unit V: National Income (10 Hours) Basics of National Income Accounting- Functions of Money- Inflation: Meaning- Consequence and Causes</p>			
Course Outcome	<p>CO1 Application of economics theories in Rural Development</p> <p>CO2 Able to analyse the current market structure</p> <p>CO3 Capable to analyse the consumer behavior in the rural areas</p> <p>CO4 Could become well versed in basic economic theories</p>		
<p>Text Books</p> <ol style="list-style-type: none"> 1. Sinha V.C (2015) Micro Economic Theory, Sahithya Bhavan Publishers, New Delhi 2. Jain T.A. Obri R.K, 2018, Introductory Micro Economics & Macro Economics, V.K. Publication, New Delhi. 3. Ahuja H.L. 2016, Principles of Economics, S.Chand & Co. New Delhi. <p>Supplementary Readings</p> <ol style="list-style-type: none"> 1. Venkadasalam , 2014, Principles of Economics, Oxford Publishers, New Delhi 2. Sankaran .S, 2009, Principles of Economics, Margam Publication, New Delhi 			

Year	III	Semester	V
IRDC 52	RURAL DEVELOPMENT ADMINISTRATION		
Learning Objectives	<p>LO1 To impart the ideas of Rural Development administration to the students</p> <p>LO2 Understand the categories of Rural Development Administration</p> <p>LO3 To know about the Panchayat Raj system</p>		
Total Credits	04		
Total Hours	70		
<p>Unit I: Introduction (10 Hours) Public Administration – Concept – Development Administration – Nature – Scope – Role of Rural Development (RD) Functionaries.</p> <p>Unit II: Level of RD Administration (12 Hours) Rural Development Administrative Initiative – State level – District level – DRDAs - Block Development Office – Village Panchayats.</p> <p>Unit III: Categories of RD Administration (17 Hours) Ministries of Rural Development – State – Central Commissionerate of Rural Development – Directorate of Rural Development – Various Administrative Bodies – Different Departments – Agriculture – Animal husbandry – Health & Sanitation – Energy – Population.</p> <p>Unit VI: Panchayat Raj Institutions in Rural Development (15 Hours) The Role of Panchayat Raj Institutions in Rural Development -Structure - Constitution and Functions of Panchayat Raj Institutions - Various legislations - Challenges before Panchayat Raj Institutions.</p> <p>Unit V: Decentralization Process (16 Hours) Panchayat Raj Institution - Democratic Decentralization - Role of institutional Agencies in Rural Development- Administrative Accountability - Administration of Special services to the weaker sections- growth and present status - Current Trends</p>			
Course outcome	<p>CO1 Acquiring knowledge on Rural Development Administration</p> <p>CO2 Complete information about the PRI & Act</p> <p>CO3 Advantages of knowing decentralization process</p>		
<p>Text Books</p> <ol style="list-style-type: none"> 1. Nandhini, 2000, Rural Development Administration, Sage publications New Delhi 2. Desai.V., 2005, Rural Development (Organizations & Institutions), Sage Publications, New Delhi 3. Patty.K.S., 2009, Rural Development in Modern India, B.R. Publishing House, New Delhi <p>Supplementary Readings</p> <ol style="list-style-type: none"> 1. Sapru R.K, 2002, Development Administration, Sterling Publishers , New Delhi. 2. Abimanyu Singh, 2010, Development Administration Challenges, APH Publishing House, New Delhi 			

Year	III	Semester	V
IRDC 53	ORGANIC AGRICULTURE		
Learning Objectives	LO1 To enable the student to understand the organic agriculture LO2 To know about the sustainable agriculture LO3 To know about the water saving techniques		
Total Credits	04		
Total Hours	70		
Unit 1: Introduction (14 Hours) Sustainable agriculture - crops and cropping system - integrated farming system in sustainable agriculture - Organic Farming - Resource Management - Low External Input Sustainable Agriculture (LEISA) concepts - Low cost technology in Farming.			
Unit II: Soil fertility (15 Hours) Importance of soil fertility management for sustained crop production -soil fertility and crop productivity and their agronomic significance. - organic and inorganic constituents- fertilizer application - Integrated Nutrient Management - Vermi composting - Utilization of industrial wastes as manure.			
Unit III: Irrigation (12 Hours) Role of water in Plant Growth - Importance of irrigation - Soil water constraints - Soil moisture stress - Irrigation methods - Irrigation scheduling - Watershed Management – Rainwater Harvesting.			
Unit IV:Farming System (15 Hours) Dry-land Farming - Significance in Indian agriculture - Crop Production - Integrated Dry land Development Technology and its components - contingency planning - Land Use Patterns - Soil Conservation - Contour bunding - Farm Ponds, Tanks.			
Unit V: Application of Technology (14 Hours) Production Technology for Major Crops in India and Tamil Nadu - Farm input- their use in management - Animal Husbandry - Livestock enterprises -Sericulture - Fisheries - Forestry - Mushroom Cultivation –Apiculture			
Course Outcome	CO1 Awareness about the organic farming CO2 Knowledge about the Sustainable Agriculture and Sustainable Irrigation CO3 able to perform different farming system CO4 can adopt different farming technology		
Text Books 1. Dahama, A.K, 2006, Organic Farming for Sustainable Agriculture, Agro Botanical Publishers, New Delhi. 2. Nandwani Dilip etal, 2015, Organic Farming for Sustainable Agriculture, Springer Publication, New Delhi 3. Amitava Rakshit & Singh, H.B., 2015, ABC of Organic Farming, Scientific Publishers, New Delhi			
Supplementary Readings 1. Ahlawat, I P S., Om Prakash and G.S. Saini, 2008, Scientific Crop production in India. Rama Publishing House, Meerut. 2. Chaturvedi Pradeep, 2008, Sustainable Rural Development: Technology and Environmental Issues, Concept Publishing Company., New Delhi.			

Year	III	Semester	V
IRDC 54	RURAL BANKING		
Learning Objectives	LO1 To enable the student to know about the banking activities for rural development LO2 To know about the functioning of cooperatives LO3 To understand objectives of commercial banks and NABARD		
Total Credits	04		
Total Hours	70		
Unit I: Introduction (15 Hours) Banking in Rural Area- Concepts - Importance of Banks in Rural Development – Types of Rural Banking- Commercial Banks- RRBs- Cooperative Banks- Rural Banks and agricultural credit.			
Unit II: Role of Cooperatives (14 Hours) Co-operatives – Primary Cooperative Credit Society (PACS)- Functions- Primary Cooperative Agricultural and Rural Development Bank (PCARDB)- Functions and Role in Rural Development- Nationalisation of Banks			
Unit III Commercial banks(16Hours) Commercial banks- Lead Bank scheme - Village adoption - Progress and problems. Regional rural banks - -functions - Progress. Multi Agency approach - Service Area approach - Problem - Remedial measures			
Unit IV: NABARD (13 Hours) NABARD – Objectives- Role in Agricultural Finance -Government policies- Farmers Club- Relief Measures - Loan waiver scheme and its impact - Government Policy on Priority sectors.			
Unit V: Role of Rural Banks in Rural Development (12 Hours) Contribution of Rural Banks in Agricultural Development- Rural Industrial Promotion-Micro- enterprises Development- Micro-financial Institutions- Subsidies- Priorities for Socially disadvantaged Sections.			
Course outcome	CO1 Knowledge on Rural Banking Systems CO2 Understand the role of NABARD in Rural Development		
Text Books <ol style="list-style-type: none"> Principles and Practices of banking, 2017, IPE Publications, New Delhi Dingra.I.C, 2014, Rural Economics, Sultan Chand & Sons, New Delhi Sankaran.S, 2010, Rural Economics, Margham Publications, Chennai. 			
Supplementary Readings <ol style="list-style-type: none"> Tyagi, B.P, 2000, Agricultural Economics and Rural Development Jai Prakash Nath &Co., Meerut- 2 Alagh, Yoginder, K, 1996, Agricultural Economics, Sage Publications, New Delhi. 			

Year	III	Semester	V
IRDC 55	MANAGEMENT OF RURAL DEVELOPMENT PROJECTS		
Learning Objectives	LO1 To make the students to understand the various aspect of management principles in rural development LO2 To understand the Project management techniques LO3 To know about the management of human resources LO4 To understand the project evaluation techniques		
Total Credits	04		
Total Hours	70		
Unit I: Introduction of RD Project Management (14 Hours) Project Management- Concept- Scope- Functions and Principles of Management- Evolution of Management thought- Effectiveness and efficiency- Element of Project Management.			
Unit II: Strategic Excellence in Project Management (13 Hours) Project Activation Management System (PAMS)- Process for Project Management- definitions -Common Attributes of a Project- Objectives- Understanding stakeholders - Decision Making.			
Unit III: Managing People and other Resources (15 Hours) Human Resource Management- -Meaning, Importance and Principles- Organizing- Leadership- Appropriate Staff to Individual Tasks- Training & Skill Development- Assign Staff to Project Tasks- Participatory Projects- Decentralization- Effective Communications.			
Unit IV: Project Management Techniques (15 Hours) Preparation of a Schedule and of Resource Planning of the RD Projects- Gantt Chart- Critical Path Analysis(CPM)- Meaning- Advantages- Applications- Programme Evaluation Review Techniques (PERT)- Concepts- Applications.			
Unit V: RD Project Controlling & Evaluation (12 Hours) Controlling: - Concept or Managerial Control, Control aids, Score Responsibilities of Managers-Evaluation Techniques- Output to Purpose Review (OPR) – Summative Evaluation - Peer Review Method- Triangulation.			
Course outcome	CO1 Capability to manage the Rural Development Projects CO2 Acquiring evaluator skills CO3 Able to apply project management techniques		
Text Books <ol style="list-style-type: none"> Nagarajan. K, 2014, Elements of Project Management, New Age International, New Delhi Subash Chandra Das, 2011, Project Management and Control, PHI Learning Pvt. Ltd., New Delhi Ghosh. M, 2015, Project Management and Control, New Central Book Agency Pvt. Ltd, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> Tripathy P.C & Reddy P.N, 2015, Project Management, Tata McGraw-Hill Publishing Company, New Delhi. Prasanna Chandra, 2013, Project Evaluation, S. Chand & Company, New Delhi 			

Year	III	Semester	V
IRDC 56	GANDHIAN APPROACHES TO RURAL DEVELOPMENT		
Learning Objectives	LO1 To introduce the Gandhian concepts and approaches for Rural Development LO2 To understand the villages industries and their advantages LO3 To understand the Gandhian vision of development		
Total Credits	04		
Total Hours	70		
Unit I: Introduction (11 Hours) Basic ideas of Gandhian Economy –Economic equality and trusteeship Principles – Revitalization of Rural Economy Unit II: Village Industries (15 Hours) Khadhi Industries – Village industries – Cottage industries – Gandhian approach to Village Industrial Development – Labour Intensive Technology –Antyodya Movement – Ecological Conservation – Decentralization of Power Unit III: Gandhian Methodology (15 Hours) Gandhian way of Eradication of Poverty – Trusteeship - Poverty Eradication through Village Panchayats – Poverty Alleviation Programmes Unit IV: Gandhi’s Visions (15 Hours) Gandhi’s vision on Micro Level Planning – Grass root Planning – Village Planning Committee – Gandhi and Education Development – basic education – Five Stages of Education – Adult education Unit V: Village Swaraj (14 Hours) Gandhi and village Development – Village Swaraj – Bread Winner State, Minimum Level of Crop Production.			
Course outcome	CO1 Able to promote the Gandhian Economy CO2 Knowledge on Village industries CO3 Capable to establish the village industries		
Text Books 1. Sharma. J.S, 2008, Economics of Mahatma Gandhi, B. R. Publications, New Delhi 2. Amarsingh, 2009, Gandhian Perspective in Present Context, B. R. Publications, New Delhi 3. Ashu Pasrich, 2000, Gandhian Approach to Integrated Rural Development, Shipra Publications, New Delhi Supplementary Readings 1. Sitananda Das A.M, 2010, Foundation of Gandhian Economics, Allied Publishers, New Delhi 2. Rashmi Sharma, 1997, Gandhian Economics – Humanistic Approach, Deep & Deep Publications, New Delhi			

Year	III	Semester	VI
IRDC 61	ENERGY RESOURCES FOR RURAL DEVELOPMENT		
Learning Objectives	LO1 To study the various aspects of Rural Energy and Environment LO2 To understand about the renewable energy LO3 To plan and manage the rural energy		
Total Credits	04		
Total Hours	70		
Unit I: Introduction to Energy (14 Hours) Meaning, and Concept & Definition- History of Energy- Types- Energy & Environment- Concept, Dimensions; Eco-system Environmental Resources; Energy and Environment in India.			
Unit II: Energy and Environment (14 Hours) Renewable Resources-Land; Water- Forest- Rural Energy; Fire Wood Resources; Non- Renewable Energy Resources in India- Coal, Oil, Natural gas etc.,- Generation and Conservation.			
Unit III: Renewable Energy (14 Hours) Wind- Hydro- Solar- Biomass, Bio-fuel- Geo-thermal, Tidal, Wave, Hydrogen; Bio-energy and Environment- Concept, Dimensions, potentials and its Uses			
Unit IV: Issues and Problems in Rural Energy (12 Hours) Development and Constraints of Wind Power, Solar power, Bio-fuel and Bio-energy; Constraints of Non-Renewable Energy in India			
Unit V: Planning and Management (16 Hours) Bio-fuels –Bio-power- Solar Water Pumps- Bio Gas Plants- Bio-energy Applications- Water pumping and Electricity Generation- High Efficiency Wood- Planning Rural Energy Security;			
Course outcome	CO1 Awareness about the bio energy CO2 Energy management system CO3 Ability to manage and conserve energy CO4 able to Planning for energy management		
Text Books <ol style="list-style-type: none"> 1. Mahajan, et., 2009, Energy and Energy Resources Management, Deep and Deep Publications Pvt. Ltd., New Delhi. 2. Dulari Birundha Varadarajan 1993, Energy Economics, Sterling Publishers, New Delhi. 3. Sharma K.V., Venkataseshiah P, 2015, Energy Management and Conservation, Kindle Edition 			
Supplementary Readings <ol style="list-style-type: none"> 1. Trivedi, P.R. and B.R. Julia (2009) Energy Management, Commercialization Publishers, New Delhi, 1999. 2. Pradeep Chaturvedi (2005) Bio-Energy Resources, Planning, Production and Utilization, Concept Publishing Company, New Delhi. 			

Year	III	Semester	VI
IRDC 62	CORPORATE SOCIAL RESPONSIBILITY IN RURAL DEVELOPMENT		
Learning Objectives	LO1 To impart the students to understand the role of Corporate Social Responsibilities in Rural Development. LO2 To identify the stakeholders and their responsibility LO3 To know how CSR helps the rural development process		
Total Credits	04		
Total Hours	70		
Unit I: Introduction (15 Hours)			
Corporate Social Responsibility- Concepts & Definitions- Tools- Strategies and Approaches to Rural Development – CSR Acts in India			
Unit II: II International Framework for Corporate Social Responsibility(15Hours)			
Millennium Development goals, Sustainable development goals, Relationship between CSR and MDGs. United Nations (UN) - Global Compact 2011- OECD CSR Policy Tool, ILO Tri-partite declaration of Principles on Multinational Enterprises and Social Policy.			
UNIT III: Identifying key Stakeholders of CSR & Their Roles. (15 Hours)			
Role of Public Sector in Corporate- Government Programs and Voluntary Responsible Action - Role of Nonprofit & Local Self Governance in implementing CSR - Contemporary Issues Global Compact- Self Assessment Tool, National Voluntary Guidelines by Govt. of India- Understanding Roles and Responsibilities of Corporate Foundations.			
Unit IV: Training And Capacity Building (12 Hours)			
Awareness Training- Life Skills- Self Employment Training- Capacity Building Process- Personality Development- Education- Vocational- Professional.			
Unit V: CSR for Health & Infrastructural Development (13 Hours)			
Health Services- Periodical Health Check-ups- Special Health Camps- Free Provision of Medicines- Surgery and Free services- Infrastructural Resources Development- Approach Road-Transport- Electricity- Drinking water- Sanitation.			
Course outcome	CO1 Role of corporate in Rural Development CO2 Implementing CSR projects CO3 Able to get employment as CSR Managers		
Text Books			
1. Ravichandran K.S, 2015, Corporate Social Responsibility – Emerging Opportunities And Challenges In India, Lexis Nexis Publications, New Delhi 2. Sanjay K. Agarmal, 2015, Corporate Social Responsibility in India, SAGE Publications, New Delhi 3. Baxi etal. 2015, Corporate Social Responsibility Vikas Publishing. New Delhi.			
Supplementary Readings			
1. Goudman J, 2009, Corporate Social Responsibility, World Business Council for Sustainable Development, Washington. 2. Subhasis Ray & Sivarajan.S, 2016, Implementing Corporate Social Responsibility – Indian Perspectives, Springer Publications, New Delhi			

Year	III	Semester	VI
IRDC 63	PRA METHODS AND TECHNIQUES		
Learning Objectives	LO1 To impart the knowledge to the students to understand the PRA LO2 To know about the techniques of PRA LO3 To understand the role of PRA in rural development		
Total Credits	04		
Total Hours	70		
Unit I: Introduction (12 Hours)			
Participatory Rural Appraisal - Concepts & Definitions- Tools- Need Effective Rural Development- RRA – Rapid Rural Appraisal- Concepts and Approaches.			
Unit II: PRA Principles (10 Hours)			
Principles of PRA and RRA- Rapid & Progressive Learning- Focused Learning- Diverse and Differences.			
Unit III: PRA Team & Capacity Building (14 Hours)			
PRA team- Members- Team Leader's Role- Interdisciplinary- Multi-dimensional approach- awareness- Systematic and Scientific approaches- Role of Facilitator- Note-taker.			
Unit IV: PRA Techniques (16 Hours)			
Participatory Mapping and Modeling - Transect Walks and Guided Field Walks- Seasonal Calendars- Daily- Activity Profiles- Semi-structured Interviewing- Time lines- Local Histories- Reporting.			
Unit V: Role of PRA in Rural Development (13 Hours)			
External Support - Conflicts Free- Livelihoods outcomes- Incomes and savings, Nutrition and health, Comfort and relaxation, Community prestige, Institutional promotion			
Course outcome	CO1 able to apply the aspects of PRA CO2 Field level application of PRA at village level CO3 can acquire the Capacity building and its components		
Text Books			
1. Sharma. J.S, 2016, PRA: Methods & Techniques, B. R. Publications, New Delhi. 2. Narayanasamy.N.2009, PRA: Principles Methods & Application SAGE Publications, New Delhi 3. Rober Chambers, 2004, Participatory Rural Appraisal. Concept Publishing Company, New Delhi 4. Manish Kanwat,B Suresh Kumar.P, 2010, PRA: Tools and Techniques for need assessment Agro tech Publications, New Delhi			
Supplementary Readings			
1. A.M.Sitananda Das, 2010, Foundation of PRA Techniques, Allied Publishers, New Delhi 2. Neela Mukherji, 2002, Participatory Learning and Action, Concept Publishing Company, New Delhi			

Year	III	Semester	VI
IRDC 64	MICRO, SMALL AND MEDIUM ENTERPRISES & RURAL DEVELOPMENT		
Learning Objectives	LO1 To enable the students to know about the MSME and its impact on Rural Development LO2 To know about the role of micro enterprises for rural development LO3 To analyse the problems of MSMEs		
Total Credits	03		
Total Hours	65		
Unit I: Introduction (13 Hours) Introduction to Rural Enterprises – Nature and Scope– Characteristics– Advantages– Role of Rural Enterprises in Rural Development			
Unit II: Micro Enterprises in Rural Area (13 Hours) Micro Enterprises in Rural Area– Size and Types – SHGs’ Role- Micro-finance- Relevance- Self Employment.			
Unit III: Rural Small Enterprises in Rural Area (13 Hours) Procedures for Setting up of Rural Small Enterprises– Scope for Employment & Sustainable Livelihood Security– Factors of Location – Advantages, Government Support			
Unit IV: Rural Medium Enterprises (12 Hours) Rural Medium Enterprises- Scope- Production- NABARD– Role of DIC- Rural Industries- Farm based- Non-farm Sector Development.			
Unit V: MSME and Rural Development (14 Hours) Financial Institutions and Rural Enterprises – SIDBI– MSME – SBSGS – Subsidy - Sustainable Rural Enterprises – Role of Regional Rural Banks- World Council for Sustainable Business (WCSB).			
Course Outcome	CO1 Acquiring knowledge about MSME CO2 Able to establish micro enterprises CO3 Setting up of MSME		
Text Books <ol style="list-style-type: none"> 1.Subratha Kumar, 2013, Micro Enterprises and Rural Development in India, Concept Publishers, New Delhi 2.Sinha, S. K. 2010, Small Business Management, Indian Publications, New Delhi 3.Anil Kumar. S, 2015, Entrepreneurship and Small Business, J.K International Private Ltd., New Delhi 4.Paul Brans, 2015, Entrepreneurship and Small Business, Macmillan Education, Palgrave, U.K 			
Supplementary Readings <ol style="list-style-type: none"> 1. Burrows, R., and J. Curran, 2012, Sociological Research on Service Sector Small Businesses: Some Conceptual Considerations, Concept Publication, New Delhi 2. Radhakrishnan, L., and P. Uma, 2010, Small and Medium Enterprises, Kalpaz Publications, New Delhi 			

Year	III	Semester	VI
IRDC 65	AGRICULTURAL ECONOMY		
Learning Objectives	LO1 To enable the students to understand the Agricultural Economics LO2 To analyse the agricultural development during five year plans LO3 To understand the challenges of agriculture LO3 To find the factors affecting agriculture		
Total Credits	04		
Total Hours	70		
Unit I: Agriculture and Economic Development (15 Hours) Definition and scope of Agricultural Economics – Agriculture and Economy – Subsistence Agriculture and its Modernization –Agriculture and Industry – Farming System : Traditional, Subsistence- Commercial- Cooperative- Collective and State Farming – Role of Agriculture in Economic Development			
Unit II: Agricultural Development in India (15 Hours) Features of Indian Agriculture - Farm size, and Productivity- Food Production- Poverty alleviation- Green Revolution- Extent of Employment – Mechanisation- Technological Development- Agricultural wages- Agricultural Prices Policy in India – Crop Insurance			
Unit III: Factors Affecting Agriculture (14 Hours) Size of land holdings – Land Reforms – Supply of Inputs- Irrigation- Power- Seed and Fertilizer – Pricing of Inputs – Rural Credit- Local Money Lenders & Intermediaries- Determination of the Prices of Agricultural commodities – Mansoon Failure-			
Unit IV: Agricultural Credit in India and Agricultural Markets (13 Hours) Agricultural Credit- Role of National bank for Agriculture and Rural development [NABARD]- Co-operatives (PACBs)- Commercial Banks, and Regional Rural banks - Agricultural Markets - Co-operative marketing and Regulated markets - Marketing Efficiency			
Unit V: Challenges to Indian Agriculture (13 Hours) Trends in Agricultural development under the five year plans – policies and programmes for Agricultural development – Green revolution and its impact – Sustainable Agriculture –New Agricultural Policy – World Trade organizations and Indian Agriculture.			
Course outcome	CO1 Able to analyse the economics aspects of agriculture CO2 Knowledge about the Green Revolution and its impact CO3 Providing solutions to the agricultural problems		
Text Books <ol style="list-style-type: none"> Shrivastava O.S., 2015, Theories and Policy issues of Agricultural Economics, Anmol Publishing Private Ltd., New Delhi Subba Reddy, 2016, Principles of Agricultural Economics, Oxford & IBH Publishing Co. Pvt. Ltd, New Delhi Singh C.B, Singh R.K., 2011, Text Book of Agricultural Economics, Laxmi Publications, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> Srinivas etal, 2014, Agricultural Economics, New Vishal Publications, New Delhi Dhingra, J .C, 2010, Agricultural Economy of India, S. Chand and Co., New Delhi 			

Year	III	Semester	VI
IVEC 66	VALUE EDUCATION		
Learning Objectives	LO1 To help students to discern the process of decision making in matters of morality. LO2 To understand ethics in life LO3 To know about the Basic Human Rights		
Total Credits	03		
Total Hours	65		
Unit I : Introduction (13 Hours) Value education – Meaning – Nature and Purpose Importance of Value Education			
Unit II: Basic features (13 Hours) Basic Features of Rational Ethics Moral consciousness and conscience Love – the ultimate moral norm			
Unit III: Human Rights (13 Hours) Morality and Freedom - Human Freedom and Moral Responsibility God, Religion and Morality Sanction for Moral Life.			
Unit IV : Social Ethics (13 Hours) Social Ethics: Value of life and human beings Liberty. Equality and Fraternity			
Unit V: Issues (13 Hours) Ethical Issues Today: Religious Ethics, Family Ethics Political Ethics - Business Ethics Ethics and Culture.			
Course outcome	CO1 Obtain the knowledge of value and value of education CO2 Can follow the ethics and ethical value CO3 able to follow the human rights and ethical values		
Text Books <ol style="list-style-type: none"> 1. Singh, Y.K., 2008, Value Education, APH Publishing House, New Delhi 2. Kiruba Charles, 2017, Value Education, Neel Kamal Publication, New Delhi 3. Jagadish Chand, 2007, Value Education, Shipra Publicaton, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> 1. Raghunathan. N.S., 2013, Value Education, Margham Publicatons, Chennai 2. Willam .K. Frankena, 1999, Ethics , Prentice Hall of India, Delhi 			

Year	IV	Semester	VII
IRDC 71	RURAL DEVELOPMENT: POLICIES AND STRATEGIES		
Learning Objectives	LO1 To develop the knowledge on concepts & theories of Rural Development LO2 To know the approaches to development LO3 To obtain knowledge on Rural Development programmes		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (14 Hours) Concept, Nature, elements and scope of rural development – Significance of rural development in Indian context - Determinants of Rural Development- Socio-cultural barriers in rural development.			
Unit II: Approaches to Development (16 Hours) Characteristics of Developing Countries – Growth and Development - Balanced vs. Unbalanced growth Theories of development - Arthur Lewis theory of unlimited supply of labour -- Urbanization and its impact on rural development.			
Unit III: Strategies of Rural Development (14 Hours) Strategies of Rural development- Growth Centre -Welfare -Responsive - Holistic approach -Capacity Building and Empowerment - Participation -Assets based development - technology enabled rural development.			
Unit IV: Rural Development Programmes (18 Hours) Rural Development Programmes implemented so far (Objectives only) – MGNREGA – Provision of Urban Amenities in Rural Areas (PURA) Impact on Rural Development.			
Unit V: Recent Trends in Rural Development (13 Hours) Rural Development in developing countries: Nepal, Malaysia, Srilanka, Pakistan and African countries.			
Course outcome	CO1 Able to adopt the different approaches of rural development CO2 Apply the theories in practice CO3 Spread the knowledge of Rural Development Programmes		
Text Books <ol style="list-style-type: none"> 1. Malcolm J. Moseley, 2010, Rural Development: Principles and Practice, Sage Publications, New Delhi. 2. Katar Sing, 2016, Rural Development -Principles, Policies & Management, 3. Prasad, B.K, 2013, Rural Development, Surup and Sons, New Delhi 4. Datt and Vasant, 2005, Fundamentals of Rural Development, Rawat publications, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> 1. Khanna, Sulbha. 2003, Rural Development, Sonali Publication, New Delhi 2. Datt and Rudra, 2008, Growth Poverty and Equality, Deep and Deep Publication, New Delhi 			

Year	IV	Semester	VII
IRDC 72	INCLUSIVE DEVELOPMENT		
Learning Objectives	LO1 To analyse the importance of inclusive development to the students LO2 To know the inclusive development of SC/ST and Minorities		
Total Credits	05		
Total Hours	75		
Unit I: Inclusive Development (14 Hours) Origin, meaning and definition-inclusive growth Vs Inclusive development – problems of marginalized and excluded communities in India – necessity for Inclusive Development.			
Unit II: Inclusive Development of Scheduled Castes (17 Hours) Caste as a barrier to the inclusive development of Scheduled Castes – constitutional provisions – reservation – National Policies, programmes, Laws and Legislations for promotion and protection of scheduled castes – major issues and challenges in the inclusive development of Scheduled Castes.			
Unit III: Inclusive Development of Scheduled Tribes (18 Hours) Ethnicity as a barrier to the inclusive development of Scheduled Tribes – constitutional provisions – reservation – National Policies, programmes, Laws and Legislations for Scheduled Tribes – issues and challenges in the inclusive development of Scheduled Tribes – Tribal sub plan.			
Unit IV: Inclusive Development of Minorities (14 Hours) Religion as sources of deprivation for minorities – constitutional safe guards – National policies and programmes for the welfare of minorities.			
Unit V: Inclusive Development of other Marginal Groups (12 Hours) Women – Differently abled – Transgender – Elderly – PLWHA – Small and Marginal Farmers – Agricultural Laborers – unorganized workers.			
Course Outcome	CO1 Able to importance of SC/ST/Minorities for inclusive development CO2 Can work for marginalized and disadvantaged groups		
Text Books <ol style="list-style-type: none"> 1. Dubochet, Lucy, 2013, Making PostMatter for Socially Excluded Groups in India, Oxfam India Working Papers Series, Published by Oxfam India 2. GOI, 2014, India Exclusion Report- A Comprehensive, Annually Updated Analysis on the Exclusion of Disadvantaged Groups in India, Books for Change, New Delhi. 3. Shariff, Abusalah, 2012, Inclusive Development Paradigm: A Post - Sachar Report, US- India Policy Institute, Washington 4. Justice Ranganath Misra Report of the National Commission for Religious and Linguistic Minorities,2007, Ministry of Minority Affairs, Government of India. 			
Supplementary Readings <ol style="list-style-type: none"> 1. Hickey, Sam, Kunal Sen, and Badru Bukonya, 2014, The Politics of Inclusive Development: Interrogating the Evidence, Oxford University Press, Oxford. 2. Tsujita, Yuko, 2014, Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire. 			

Year	IV	Semester	VII
IRDC 73	PE O P L E ' S P A R T I C I P A T I O N I N R U R A L D E V E L O P M E N T		
Learning Objectives	LO1 To enable, the students to understand the importance of peoples' participation in Rural Development activities LO2 To understand the approaches of people's participation LO3 To learn about he participatory evaluation		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (12 Hours)			
Concept of participation - the challenges of participation - Issues concerning participation - Development strategy' - Re- think – The rural Poor - Participation as a strategy for rural development.			
Unit II: Approaches (20 Hours)			
Approaches and strategies of People Participation in agriculture - Resource Conservation - Forestry - Health - Education - Irrigation and water supply – Importance principles of participatory practices - key elements of participatory practices.			
Unit III: Methodology (10 Hours)			
Emerging methodology of Participation - Issues - stages - and Instrument of methodology of Participation - Training in the methodology of participation			
Unit IV: Issues (18 Hours)			
Participatory Evaluation - Conceptualizing the issue - Indicators of participation - Monitoring indicators of participation - Collecting information and data -Interpreting the information and participatory evaluation			
Unit V: Participatory Technology (15 Hours)			
Participatory technology development and transfer - main objectives - Analysis of needs and priorities-People participation in adoption of technology packages and practice			
Course outcome	CO1 Create awareness to the people on people's participation CO2 Able to take up the Rural Participatory Appraisal CO3 Can solve the issues of Participatory Evaluation		
Text Books			
1. Bamberger M (Edi), "Readings in Community Participation", Washington D.C. Economic Development of Institute of the World Bank, 2006. 2. Peter Oakley and David Marsden, 2010, Approaches to Participation in Rural Development", International Labour Office, Geneva. 3. Peter Oakeley et. al., 2010, Projects with People - The Practice of Participation in Rural Development, International Labour Office, Geneva. 4. Sitananda Das A.M, 2010, Foundation of PRA Techniques, Allied Publishers, New Delhi			
Supplementary Readings			
1. Somesh Kumar, 2003, Methods for Community Participation- A Complete Guide for Practitioners, Vistaar Publications, New Delhi. 2. Robert Chambers,2004, Participatory Rural Appraisal. Concept Publishing Company, New Delhi.			

Year	IV	Semester	VII
IRDC 74	COMMON PROPERTY RESOURCES FOR RURAL DEVELOPMENT		
Learning Objectives	LO1 To enable the students to understand about the common property resources LO2 To understand the current status of CPRs LO3 To know the management of CPRs for sustainable development		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (13 Hours) Introduction to Common Property Resources- Fundamentals-Concept-meaning-definition- Important and basic issues-CPR and Sustainable rural livelihoods.			
Unit II: CPR types & Relevance (16 Hours) Classification and types of CPR (Forest, Water, Land, Common Grazing Ground etc), Minor Forest Products- Rural Development-employment generation-Poverty reduction- Environment, Natural resources & CPR.			
Unit III: Issues and Problems in CPR (14 Hours) Decline of Common Property Resources and its major causes & consequences – Globalization-Population growth-Encroachments of CPR-other reasons for decline - Challenges on Sustainable Rural Livelihoods.			
Unit IV: Managing CPR (17 Hours) CPR management-Government initiatives to protect forest resources, stoppage of encroachments, Conservations- effective uses - sustainable management of rural resources-water- land-forest-Hill areas etc.			
Unit V: Role of CPR in Rural Development (15 Hours) Employment Generation- Empowerment of rural people- Land development- Water resources- Ponds & tanks' conservation- Crop production- Poverty reduction			
Course Outcome	CO1 Able to identify the common property resources CO2 Can sort out the issues of common property resources CO3 Give the management solutions to sustain the common property resources		
Text Books <ol style="list-style-type: none"> Gibbs, and Bromley, D.W, 2009 Common Property Resources: Ecology and Community- Based Sustainable Development. F.Berkes (ed.) Belhaven Press, 25 Floor Street, London, WC2E 9DS. Jodha, 2012, —Common Property Resources: A Missing Dimension of Development Strategies , World Bank Discussion Papers, No.169. Washington Arnold J.E.M. Stewart W.C, 1991, Common Property Resources Management for India, Oxford Forestry Institute, Oxford. Khan A.V. Majumdar .M, 2011. Common Property Resources Management, Academic Foundation, New Delhi 			
Suggested Readings <ol style="list-style-type: none"> Ellison Ostrom 2015 (Reissue) Governing communes : The Evolution of institution for Collective Action, Cambridge University Press, Cambridge. Bromley, 2012, -Environment and Economy: Property Rights and Public Policy , Oxford University Press, Oxford, UK. 			

Year	IV	Semester	VII
IRDE 75-1	RURAL DEVELOPMENT & EXTENSION (Interdepartmental Elective)		
Learning Objectives	LO1 To create an awareness of the present status of Rural Development and Extension Programmes in India LO2 To know the importance of Rural Development Extension LO3 To understand the approaches of Rural Extension		
Total Credits	03		
Total Hours	65		
Unit I: Introduction (10 Hours) Concept of Rural Development– Meaning and Definitions– Objectives – Nature and Scope – Functions – Earlier Experiments – Gandhi’s Sevagram – Santhiniketan and Marthandam Project.			
Unit II: Reaching the Unreached (11 Hours) Extension – Meaning – Objectives – Rural Extension – Principles – Techniques – Problems – Field Work – Lab to Land Concept – Technology Transfer – Extension Work and Rural Development.			
Unit III: Approaches (17 Hours) Strategies and Approaches – Lead Bank Approach – Integrated Rural Development – Poverty Reduction and Employment Generation – Recent Rural Development Programmes – Rural Housing and Sanitation – MNREGS: Objectives, Functions, Achievements – State Level Rural Development Schemes for Rural Poor Families and Vulnerable Section – Pudhu Vazhuv Thittam – Mahalir Thittam.			
Unit IV: Rural Organization (14 Hours) Rural Development Organizations and Extension Methods – NIRD –State Institute of Rural Development – Gandhigram Rural Institute – MORD, Government of India–Role of Extension in Rural Development–Recent Scenario.			
Unit V: Extension Programmes (13 Hours) Field Work – Village Visits – Contact Points – Interactions with Village Groups – Panchayat Raj – Youth Club – SHGs – Farmers Clubs and Other Rural Institutions			
Course Outcome	CO1 Capable to go for transfer of rural technology CO2 Ability to conduct extension programmes at the rural area		
Text Books 1. Mohapatra.B.P., 2016, Dimension of Extension Education, New India Publishing Agency, New Delhi 2. Dubey V.K, 2008, Extension Education and Communication, New Age International, New Delhi 3. Grover I. 2002, Extension Management. Agro tech Publications, New Delhi 4. Adivi Reddy.A, 1998, Extension Education, Sri Lakshmi Press, Vijayawada			
Supplementary Readings 1. Dubey V.K, 2008, <i>Extension for Rural Development</i> , New Age International, New Delhi. 2. Jalihal K.L, 2008, Fundamentals of Extension Education and Management, Concept Publishing Company, New Delhi			

Year	IV	Semester	VIII
IRDC 81	RURAL PROJECT PLANNING, MONITORING AND EVALUATION		
Learning objectives	LO1 To know the need for Rural Project Planning LO2 To identify the Rural Project for rural development LO3 To know the methodology for monitoring and evaluation		
Total Credits	05		
Total Hours	75		
Unit I : Introduction (12 Hours) Rural Development Projects- Concepts- Planning- - Methods- Resource Mobilization- Need- Project Appraisal- Technical Feasibility, Economic Viability.			
Unit II: Project Identification (18 Hours) Project Identification- concepts- Thrust Area and Recent Development Issues- Factors- Dimensions of Rural Development Project- Awareness Oriented- Problem Solving Oriented- Employment Generation Oriented- Public Welfare Oriented.			
Unit III : Project Implementation and Monitoring (14 Hours) Essentials of Project Implementation, Monitoring of Rural Development Projects- Project Evaluation- Meaning – definitions- Types- Components-Objectivity.			
Unit IV : Project Evaluation (17 Hours) Independence in Evaluation - Transparency and Focus-Role of Project Implementing agencies in Evaluation- Participatory Evaluation – Scheduling – Gantt chart – CPM and PERT Techniques and Applications.			
Unit V: Completeness and Clarity of Reports (14 Hours) Utility- Reliability - Fairness and protection of the interests of the Beneficiaries Involved - Evaluation Recommendations- Feed Backs- International standards and Requirements.			
Course outcome	CO1 Able to prepare rural projects CO2 Capable to plan rural projects CO3 Can become a project monitor and evaluator		
Text Books <ol style="list-style-type: none"> ADC, 2009, <i>Guidelines for Project and Programme Evaluations</i>, Austrian Development Cooperation, Vienna. Stimson R.J.,etal 2002, <i>Regional Economic Development Analysis and Planning Strategy</i>, Springer – Verlag Berlin Publication, Heidelberg, London. Shrivastava O.S. 2009, <i>Regional Economics and Regional Planning</i>, Anmol Publishing Pvt. Ltd., New Delhi. Chand M. & Puri V.K. 1995, <i>Regional Planning in India</i>, Allied Publishers Ltd., New Delhi. 			
Reference Books <ol style="list-style-type: none"> DFID, 2015, <i>Guidance on Evaluation and Review for Development Projects</i>. Department for International Development: London. Misra & Puri, 2010, <i>Indian Economy</i>, Himalaya Publishing House, New Delhi 			

Year	IV	Semester	VIII
IRDC 82	ROLE OF NGOS IN RURAL DEVELOPMENT		
Learning Objectives	LO1 To expose the students to understand about the voluntary Agencies and voluntarism in solving the rural problems LO2 To identify the funding sources of NGO LO3 To know the training aspects of NGOs		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (18 Hours) NGO's - Concept - Meaning, functions and Types – Society – Trust – Associations – Registration Process - NGO and Social Responsibility Role of NGOs - Characteristics - Strength - Weakness-NGOs and GOs – Interaction.			
Unit II: NGOs Role in Rural development (13 Hours) Role of Non Governmental Organisations in Rural Development – Development of Agriculture, Industry, Health, Education and Infrastructural Development.			
Unit III: NGOs and Funding (15 Hours) Role and Functions of International Funding Agencies - Sustainability – Rural Livelihood Security- Social Responsibility – Development of Weaker Segments – Social Security.			
Unit IV: Voluntary Actions in Rural Development (12 Hours) Voluntary Agency in Rural Development - Agriculture, Industry, Health Education and Infrastructural Development.			
Unit V: Training and Development (17 Hours) Training and Development - Role and Function – Skill imparting, Training Types - International Funding - Donor agency – Central and State Government DRDA, Mahalir Thittam etc.			
Course Outcome	CO1 Able to form NGOs CO2 Able to find out the source of funding to the NGOs CO3 Able to get employment at NGOs CO4 Can become Counselors/Advisors to the NGOs		
Text Books <ol style="list-style-type: none"> 1. Ganesh Babu K, 2012, NGOs and Rural Government Programmes, Discovery Publishing Pvt. New Delhi. 2. Bose S.G.R, 2008, NGOs and Rural Development: Theory and Practices, Concept Publishing Company, New Delhi. 3. Goel O.P, 2004, Role of NGOs In Development of Social System, Isha Books, New Delhi 4. Shah.P,1992, "Voluntarism: Concept and Issues," Sage Publications, New Delhi. 			
Supplementary Readings <ol style="list-style-type: none"> 1. Elumali. R, 1993, Rural Development and Management of Voluntary Organisations, Vikas Publishing Co, New Delhi 2. Goel O.P, 204, Strategic Management and policy issues of NGOs, Isha Books, New Delhi 			

Year	IV	Semester	VIII
IRDC 83	RURAL INFRASTRUCTURAL DEVELOPMENT		
Learning Objectives	LO1 To enable the students to understand the nature of infrastructural resources for Rural Development. LO2 To understand the social infrastructure LO3 To analyse the rural communication technology LO4 To understand importance of Rural Energy		
Total Credits	05		
Total Hours	75		
Unit I : Rural Infrastructure (17 Hours) Meaning, Components -Importance of Rural infrastructure, Growth of Rural Infrastructure – Infrastructure Policy- Rural Infrastructure Development Fund (RIDF).			
Unit II : Rural Transportation (15 Hours) Types and Structure - Road and Rail Co- ordination - Rural transportation problems - Various Schemes for Rural Transportation Development in India.			
Unit III: Social Infrastructure (14 Hours) Concept -Components of Social Infrastructure, Education, Health, Drinking Water - Sanitations -Issues, problems and Remedies.			
Unit IV: Rural Communication and Information Communication Technology (14 Hours) Need, Sources, technology and Rural Communication, Issues and problems - Government policies for rural Communication			
Unit V: Rural Energy (15 Hours) Meaning and types - Sources of rural energy, Rural electrification Problems, Remedies and Programmes - Non-Renewable Energy.			
Course outcome	CO1 Able to understand the need of rural infrastructure CO2 Can get a way to create and maintain the rural infrastructure CO3 Can create an awareness about the renewable energy resources CO4 Can make a propaganda to reduce the use of non-renewable energy		
Text Books <ol style="list-style-type: none"> Dutt and Sundaram, 2013, Indian Economy, S.Chand Publications, New Delhi Adinarayana Reddy et al., 2010, Rural Infrastructure Development, Sonali Publications, New Delhi Vasant Desai, 2012, Rural Development in India, Himalaya Publishing House, Mumbai. Sundaram, & I. Satya, 2002, Rural Development, Himalaya Publishing House, Mumbai 			
Supplementary Readings <ol style="list-style-type: none"> Mishra S.K. and Puri V.K, 2012, Economics of Development and Planning, Himalaya Publishing House, Mumbai, Sukhadeo Thorat, Samita Sirohi, 2013, Rural Infrastructure, Volume 4. Mittal Publications, New Delhi. 			

Year	IV	Semester	VIII
IRDC 84	FIELD PLACEMENT PROGRAMME		
Learning Objectives	LO1 To analyse the role of NGOs in Rural Development LO2 To make a student to understand various activities and functions of an NGO allotted to them LO3 To train them to take up the project on NGO		
Total Credits	05		
Total Hours	70 (Field Preparation)		
Theoretical Orientation This course is aimed to understand the objectives, functions and achievements of an NGO			
Submission of Field Work Report The students have to visit the NGO allotted to them during the week end. During the first instance, they have to collect the complete information about the NGO concerned. All the information should be recorded by means of writing. Particularly, they should record/collect the information on the area in which the NGO works. After having consultation with the Course Teacher, one of the area of work (for example SHGS through NGO, Health Insurance through NGO, Government Schemes through NGO etc has to be selected and the beneficiary has to be approached to collect the information. The collected information has to be analysed and the outcome and the lessons learnt through the field visit have to be recorded. The above are to be compiled and a report should be submitted not more than 25 pages. The Report should contain the Attendance Certificate obtained by the NGO concerned. A format will be prescribed to the students.			
Course outcome	CO1 Can get the information about the formation of an NGO to start an NGO CO2 Able to get employment at the NGOs. CO3 Become an advisor of the NGOs.		

Year	V	Semester	IX
IRDE 85	MICRO, SMALL AND MEDIUM ENTERPRISES & RURAL DEVELOPMENT (Inter Departmental Elective)		
Learning Objectives	LO1 To enable the students to know about the MSME LO2 Make them to understand the role of MSME in rural development LO3 To know about the role of DIC in MSME's growth		
Total Credits	03		
Total Hours	65		
Unit I: Introduction (11 Hours) Introduction to Rural Enterprises – Nature and Scope– Characteristics– Advantages– Role of Rural Enterprises in Rural Development			
Unit II: Micro Enterprises in Rural Area (11 Hours) Micro Enterprises in Rural Area– Size and Types – SHGs' Role- Micro-finance- Relevance- Self Employment.			
Unit III: Rural Small Enterprises in Rural Area (14 Hours) Procedures for Setting up of Rural Small Enterprises– Scope for Employment & Sustainable Livelihood Security– Factors of Location – Advantages, Government Support			
Unit IV: Rural Medium Enterprises (13 Hours) Rural Medium Enterprises- Scope- Production- NABARD– Role of DIC- Rural Industries- Farm based- Non-farm Sector Development.			
Unit V: MSME and Rural Development (16 Hours) Financial Institutions and Rural Enterprises – SIDBI– MSME – SBSGS – Subsidy - Sustainable Rural Enterprises – Role of Regional Rural Banks- World Council for Sustainable Business (WCSB).			
Course Outcome	CO1 Acquiring knowledge about MSME CO2 Able to establish micro enterprises CO3 Capable to Setting up of MSME		
Text Books <ol style="list-style-type: none"> 1. Subratha Kumar, 2013, Micro Enterprises and Rural Development in India, Concept Publishers, New Delhi 2. Indian Institute of Banking and Finance, 2017, MS & M Enterprises in India 3. Anil Kumar. S, 2015, Entrepreneurship and Small Business, J.K International Private Ltd., New Delhi 4. Paul Brans, 2015, Entrepreneurship and Small Business, Macmillan Education, Palgrave, U.K 			
Suggested Readings <ol style="list-style-type: none"> 1. Burrows, R., and J. Curran, 2012, Sociological Research on Service Sector Small Businesses: Some Conceptual Considerations, Concept Publication, New Delhi 2. Radhakrishnan, L., and P. Uma, 2010, Small and Medium Enterprises, Kalpaz Publications, New Delhi 			

Year	V	Semester	IX
IRDE 85 - 1	WOMEN STUDIES (Departmental Elective)		
Learning Objectives	LO1 To create an awareness of the present status of Women LO2 To know theories of feminism LO3 To understand about the benefits of women development programmes		
Total Credits	03		
Total Hours	65		
<p>Unit. I Concept and need for Women's Studies (12 Hours) Women's movement in pre-independent and post- independent periods. National Committees and Commissions for Women Government Organizations for Women and Child Development, Governments policies and programs for Women's development in Five Year Plans)</p> <p>Unit. II Theories of Feminism (15 Hours) Theories of feminism, Liberal feminism, Radical Feminism, Marxists Feminism, Socialist Feminism.</p> <p>Unit.III Women and Social system (12 Hours) Sex ratio in rural-urban India - general sex ratio, sex ratio at birth-child sex ratio- Women and Indian social system - family caste, class and religion wise discussion- Problems of girl children</p> <p>Unit. IV Women Development (13 Hours) Women, Education and Health - Gender bias in enrolment, dropouts, trends in Women's education since independence, Committees and commissions on education, adult literacy and non-formal education for women's development. Health status of women in India – mortality and morbidity factors influencing nutrition and health. National health and population policies and programmes – maternal and child health approach (RCH), Issues of old age, HIV and AIDS control programme.</p> <p>Unit. V Women and work participation (13 Hours) concept of work, productive non productive work, utility value and market value, women in organized and unorganized sectors, gender division of labour, child labour, mode of production, training, skills and income generation, new economic policy and its impact on Women's employment – globalization and structural adjustment programmes.</p>			
Course Outcome	CO1 Capable to formulate for women development CO2 Ability to conduct women development programme at the rural area		
Text Books			
1. Bowles and Duelli Kleim (ed.). Theories of Women's Studies.London: Routledge & Kegan Paul, 1988. 2. Pandey,D. Empowerment of Women: Participatory Action Research Approach, R CWS, 1995.			
Supplementary Readings			
1. Chanana,Karuna (ed.). Socialization, Education and Women: Explorations in Gender Identity. Delhi: Orient Longman, 1988. 2. Desai,Neera and Maithrai Krishnaraj. Women and Society in India. Delhi: Ajanta, 1987.			

Year	V	Semester	IX
IRDE 85- 2	Rural Resource Management (Departmental Elective –II)		
Learning Objectives	LO1 To create an awareness of the present status of Rural Resources LO2 To understand the issues related to resource in Rural Area LO3 To Expose the advantage of rural resources and its management		
Total Credits	03		
Total Hours	65		
Unit-I : Introduction Concept - meaning - Types - Renewable Non-renewable resources - potentiality - distribution - Scope for economic development Unit – II: Physical Resources Physical Resources: Land, Forests - Minerals - Water resources and bio-sources to energy - generation. Non-Physical Resources; Finance Rural credit - Institutional Finance System and supply of credit. Human Resources: Human Capital formation investment for raising nutritional and educational standards of rural human resources. Unit – III: Social Resources Rural infrastructural Resources and social service Development - Development of Transport, Communication and Power - their impact. Unit-IV: Human Resources Human Resources - Human Capital formation - Human Resource Development Man power planning - Skill development Holistic approach to rural Human Resource Development and planning. Unit-V: Resource Management Resource Conservation and management; Resource Utilization deployment - appraisal - Eco system and Ecology- Ecological planning and management of terrestrial and Aquatic Eco system.			
Course Outcome	CO1 Capable to obtain knowledge and skills on rural resource Management CO2 Gaining & applying the principles of rural resources management.		
Text Books <ol style="list-style-type: none"> 1. Raman "Our Resources," National Book Trust, New Delhi 1980. 2. Negi B.S. "Geography of Resources", Kethar Nath Ram, Nath Publisher, N India 1990. Reference Books <ol style="list-style-type: none"> 1. Vaclav Sril etal (Eds)"Energy in the developing world.the real energy Crisis", < University press, New Delhi. 2. Mehta M.M."Human resource Development Planning"(1976) Millan co.,of Indi< New Delhi. 			

Year	V	Semester	IX
IRDC 91	COMMUNICATION AND EXTENSION TECHNIQUES		
Learning Objective	LO1 To teach the various methods of communication LO2 To understand the importance of extension LO3 To analyse the demonstration and contact methods of extension		
Total Credits	05		
Total Hours	75		
Unit I: Introduction Communication and Extension (16 Hours) Development communication- meaning, scope and purpose. Role of key communications in Rural Development- Extension teaching methods - Definition, Functions, Planning, Purpose, Classification, Combination, use of extension teaching methods and its advantages and limitations.			
Unit II: Methods of Contacts (15 Hours) Individual contact methods - Farm and Home visit, Office calls, Personal letter, observation/trial plots-Meaning, purposes procedure, advantages and limitations.			
Unit III: Method of Demonstrations (13 Hours) Group contact methods - Method and Result demonstrations, Group Meetings, Field Day, Group Discussion-Meaning, purpose, procedure, advantages and limitations			
Unit IV: Extension campaign (14 Hours) Mass contact methods - Farm publications, circular Letter, News articles, Campaign, Exhibition, Radio, Television. View data and Network system.			
Unit V: Advantages and Limitations (17 Hours) Extension Teaching Techniques - advantages, limitations, Projected and Non projected techniques, Informal Discussion, Lecture, Panel, Symposium, Colloquy, Seminar, Conference, Role Playing, Buzz Session, Workshop, Tours - Purpose, Procedure, Advantages and Limitations.			
Course outcome	CO1 able to get Skill on communication CO2 can acquire knowledge on different extension methods CO3 Capability on field demonstration methods		
Text Books <ol style="list-style-type: none"> 1. Adivi Reddy, A, 2005, Extension Education, Sree Lakshmi Press., Bapatla. 2. Annamalai, R.M, 2007, Extension Methods and Their Principles, Palanippa Printers, Thirunelveli. 3. Dhaha, O.P and O.P. Bhatnagar, 2005, Education and Communication for Development. Oxford and IBH Publishing Company, New Delhi. 4. Mohapatra.B.P., 2016, Dimension of Extension Education, New India Publishing Agency, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> 1. Ray, G.L., 2001, Extension Communication and Management. Naya Prakash, Calcutta. 2. Dubey V.K, 2008, Extension Education and Communication, New Age International, New Delhi 			

Year	V	Semester	IX
IRDC 92	RESEARCH METHODOLOGY		
Learning Objectives	LO1 To enable the students to understand social science research LO2 To impart skills to undertake empirical studies LO3 To analyse the Research Problem LO4 To apply the statistical techniques		
Total Credits	05		
Total Hours	75		
Unit I: Research Fundamentals: (14 Hours)			
Meaning, objectives and Motivation in research- Types of Research - Research Process- Relevance & Scope of Research in functional areas - Practical and Applications: Identify the research problems with reference to rural development.			
Unit II: Research Design and Sampling Techniques (17 Hours)			
Introduction, Meaning, Characteristics, Advantages, Importance of a Good Research Design.-Types of Research Designs and various Steps- Census Survey and Sampling Techniques- Simple Random Sampling, Stratified Sampling, Cluster Sampling, Quota Sampling-Practical and Applications: Preparation of research and sample design.			
Unit III: Data Collection, Processing and Analysis: (18 Hours)			
Data Types: Primary and Secondary data - Methods of Primary Data Collection- Observation Method, Interview Method, Mailed Questionnaire Method - Sources of Secondary Data - Editing, Coding, Classification and Tabulation of Data, Analysis and Interpretation of data - Practical and Applications: Exercise on data collection and presentation.			
Unit IV: Testing of Hypothesis and report Writing (10 Hours)			
Introduction to testing of Hypothesis- Definitions of Terms: Null and Alternative Hypothesis.			
Unit V: Processing of data and Report writing (16 Hours)			
Processing, Editing, coding. Tabulation, interpretation and analysis of data report writing and presentation of references. Computer software Packages in social Research- Case studies in Rural Research.			
Course Outcome	CO1 Knowledge on social science research CO2 Capability to collect data at the field level CO3 Proficiency in data analysis through Software packages		
Text Books			
1. Kothari C.R, Gaurav Garg, 2016, Research Methodology: Methods and Techniques, New Age International, New Delhi 2. Bhattacharya D.K, 2014, Research Methodology, Excel Books India, New Delhi 3. Gupta M & Gupta D, 2011, Research Methodology, PHI Learning Pvt. Ltd., New Delhi 4. Ranjith Kumar, 2005, Research Methodology : A Step by Step Guide for Beginners, Pearson Publication, New Delhi			
Supplementary Readings			
1. Kerlinger F.N., 2008, Foundations of Behavioural Research", Surjeet Publications, New Delhi 2. Pannarselvam. R., 2014, Research Methodology, PHI Publishers, New Delhi			

Year	V	Semester	IX
IRDC 93		RURAL ENTREPRENEURSHIP DEVELOPMENT	
Learning Objectives		LO1 To enable the students to acquire entrepreneurial skills LO2 To know about the rural enterprises LO3 To acquire basic knowledge on rural business	
Total Credits		05	
Total Hours		75	
Unit I: Introduction (15 Hours)			
Rural Entrepreneurs and Entrepreneurship - definition, meaning, Characteristics of entrepreneur - Entrepreneurship development Process -Entrepreneurial quality, Capability of resources, Rural Enterprise Management and Social responsibility			
Unit II: Rural Enterprises (18 Hours)			
Rural Enterprises - Meaning, definition, Characteristics and types of enterprises - Difference between entrepreneurship and self employment and income generation activities - steps in setting up a small industrial enterprise – SWOT analysis product selection and market survey, marketing - concepts elements - strategy segmentation market positioning and marketing mix.			
Unit III: Rural Business (19 Hours)			
Rural small business management - process of Management - meaning organizing - Leading, Co- coordinating, and controlling, Training Programmes for entrepreneurship development, Entrepreneurial motivation and motives for entrepreneurship, Guidelines for entrepreneurship programme.			
Unit IV: Practices of Entrepreneurship (10 Hours)			
Entrepreneurship – practices in Primary sectors – Secondary Sectors and Service sectors – Social Entrepreneurship and Green Entrepreneurship.			
Unit V: Support System (13 Hours)			
Organizations in the service of Entrepreneurs – NABARD, Mahalir Thittam, NGOs – Universities – District Industrial Centre – TAHDCO - Objectives and functions– Project Formation – Proposal Follow-up.			
Course Outcome		CO1 Acquiring knowledge about entrepreneurship and entrepreneurial activities CO2 Capability to start rural business CO3 Expertise in SWOT analysis	
Text Books			
1. Dhillon, P.K, 1993, Women Entrepreneurs - Problems and Prospects, Blaze Publishers and distributors Pvt. Ltd., New Delhi			
2. Dwiredi A.K., Anitha.S.2012, Rural Entrepreneurship Development in Liberalized era, Book well Publishers, New Delhi			
3. Sangeetha Sharma, 2018, Entrepreneurship Development, PMT Learning Publishers New Delhi.			
4. Sanjay R. Ajmeri, 2015, Entrepreneurship Development, Lulu.Com			
Supplementary Readings			
1. Sivakamasundari.S, 1995, Entrepreneurship Development for Rural Women, Asian and Pacific Centre for Transfer of Technology, New Delhi			
2. Khanka S.S, 2007, Entrepreneurial Development, S.Chand & Company, New Delhi			

Year	V	Semester	IX
IRDC 94	FIELD PRACTICUM (BLOCK PLACEMENT)		
Learning Objectives	LO1 To enable the students to have firsthand knowledge about the Rural situation, LO2 To give the student an opportunity for better interaction with the rural people		
Total Credits	03		
Total Hours	65		
Activities:			
<ol style="list-style-type: none"> 1. Village adoption 2. Observation study 3. Extension visit 4. Village stay Programme 5. Field Placement Programme in leading NGO's 6. Carry out small Research Projects. 7. Exposure to Rural problems 8. Preparation of profile on socio-economic conditions of Villages. 9. Impact studies. 10. Celebration of National Holidays and participation in Village festivals. 			
Course Outcome	CO1 Knowledge about the village adoption CO2 Practical knowledge on rural problems CO3 Complete details about the Block Development Office, DRDA and their functions		

Year	IV	Semester	VIII
IRDE 95-1	SWACHH BHARATH PROGRAMME (Inter Departmental Elective – I)		
Learning Objectives	LO1 To understand the importance of Swachh Bharath Programme LO2 To analyse the objectives of Swachh Bharath Programme LO3 To analyse the campaign for Swachh Bharath Programme		
Total Credits	03		
Total Hours	65		
Unit I: Introduction (11 Hours)			
Swachh Bharath- Concept- Meaning – Background- Introduction- Indo- Nepal Swachh Project- Sanitation facilities-Village Cleanliness -safe and Adequate Drinking Water Supply-Nation Clean.			
Unit II: Swachh Bharath and Its Recent Scenario (15 Hours)			
Central Rural Sanitation Programme- Individual Sanitary Latrines- Low cost Technologies- Total Sanitation Campaign- Proper Sanitation- Strategies- Drainage System- Soakage Pits- Disposal of solid Wastes- Health Education			
Unit III: Swachh Bharath Campaign (14 Hours)			
Swachh Bharath Campaign- Common Public Awareness- Role of Government- Schools & Colleges- Clean India- Strategies- Approaches- Planning- Usefulness-National Level Campaign- State Level Initiatives- Role of Local Governments- Districts- DRDA- Blocks- BDO- Village- village Panchayats			
Unit IV: Swachh Bharath and Rural Development (13 Hours)			
Environmental Sanitation- Open defecation Free Villages- Solid Waste Collection- Re- use Pattern- Convert into Natural Manures- Vermi-Compost based Toilets- Energy Generation of Solid Wastes- Re-introduction of Gobar Gas Generation.			
Unit V: Village Visit & Field Work (12 Hours)			
Practical and Field Visit- Demonstration- Making Model Swachh Bharath Villages-Integrated Sanitation Interactions with Village people on Open Defecation Free Village- Report Submission			
Course outcome	CO1 Can participate in the programme for the sanitation development CO2 Adoption of villages and to implement the programme CO3 Create awareness among the rural people on this aspect CO4 Able to take up the village visit and field work		
Reference Books			
1. Swachh Bharath Abhiyan (Gramin), Ministry of Drinking Water and Sanitation, Government of India, New Delhi 2. Swachh Bharath Abhiyan (Gramin), SLWM, MHM & Gender Guidelines, Ministry of Drinking Water and Sanitation, Government of India, New Delhi 3. Swachh Bharath Abhiyan (Gramin), Corporate Social Responsibility Guidelines, Ministry of Drinking Water and Sanitation, Government of India, New Delhi			

Year	V	Semester	IX
IRDE 95-1	RURAL TOURISM & EMPLOYMENT GENERATION (Departmental Elective -1)		
Learning Objectives	LO1 To teach the fundamentals of Rural Tourism LO2 To understand the factors responsible for Rural Tourism		
Total Credits	03		
Total Hours	65		
Unit I: Introduction (12 Hours) Tourism – Concept – Meaning – History of Tourism – Importance and Its Significance of Tourism – Increase in Foreign Exchange – Tourism Potential and Indian Economic Development – Tourism versus Leisure.			
Unit II: Factors of Tourism (13 Hours) Tourism Factors Land, Water, Forest, Hill Tourism – Social – Cultural, Sports – Education – Seasonal Attraction – Movement of People – Culture and Outflow during Potential Seasons			
Unit III: Tourism Types (14 Hours) Types– Rural – Urban – Business – Educational – Cultural – Religious – Economic and Environmental – Tourism Activities – Tourism Place – Infrastructural Facilities – Hotels and Restaurants – Guest Houses – Transport Facilities – Interaction and Communication Facilities – Other Promotional Activities.			
Unit IV :Tourism as an Industry (13 Hours) Tourism as a Product – Product Nature – Product Sale – Product Pricing, Tourism Industry in India: Distribution, Growth and Development – Ticketing – Accommodation – Catering – Inflow and Outflow of Tourists – Importance of Tourism			
Unit V :Tourism and Employment (13 Hours) Tourism – Potential – Employment Opportunities: Part-time Guide – Local People Avenues – Scope in Marketing – Catering – Vendors – Employment opportunities for Rural People – Standard of Living and Their Rural Livelihood in terms of Tourism – Tourism Policy and Five Year plans.			
Course Outcome	CO1 Obtain Knowledge on rural tourism CO2 Can become a rural tourism organizer CO3 Can become a rural tourism guide		
Text Books: <ol style="list-style-type: none"> Nagapathi, K. S, 2008, <i>Tourism Development – A New Approach</i>, Concept Publications, New Delhi Lama, B., 2010, <i>Tourism: Planning and Approaches</i>, Deep & Deep Publications Pvt. Ltd, New Delhi Prudhi R, 2012, <i>Rural Tourism: Challenges and Paradigm</i>, Discovery Publishing House Ltd, New Delhi Katherine Dashper, 2014, <i>Rural Tourism: An international perspectives</i>, Cambridge Scholars Publishing House, London 			
Supplementary Readings <ol style="list-style-type: none"> Harish Bhatt and B. S. Badan, 2010, <i>Sustainable Tourism</i>, Commonwealth Publishers, New Delhi Sinha, P. C, 2007, <i>Tourism: Concept & Dimensions</i>, Anmol Publication, New Delhi 			

Year	V	Semester	IX
IRDE 95 - 2	VOLUNTARISM AND RURAL DEVELOPMENT (Departmental Elective –II)		
Learning Objectives	LO1 To create an awareness regarding the voluntarism LO2 To know formation of NGOs LO3 To understand the Funding pattern of the NGOs LO4 To understand the role of corporate sector in rural development		
Total Credits	03		
Total Hours	65		
<p style="text-align: center;">Unit. I Philosophy and Theoretical Issues of Voluntarism (15 Hours)</p> <p>Concepts of VOs and NGOs : types of NGOs and Vos, Organisational structure and function. Relationship between Vos /NGOs and the state – NGO – Panchayet interface. International NGOs- their objectives, structures, strategies and contributions (DFID, OXFAM, UNICEF, CINNY,GTZ,SWID etc. Review of the working of Selected National/ state /local level NGOs – RKM, Pradhan, PRIA, SEWA, MYRADA, M. S. Swaminathan Research Foundation . Ralegaon Sidhi , MV Foundation etc.</p> <p style="text-align: center;">Unit. II Formation, rules and regulations (15 Hours)</p> <p>Registration of NGOs . Societies Registration Act. Memorandum of Association . Rules and Regulations . Executive Committee . Powers . Duties . Tenure of Office . Funds . Income Tax Exemptions - Winding-up of NGOs -NGO Registration under Foreign Contribution Regulation Act (FCRA) . Guidelines and Procedure</p> <p style="text-align: center;">Unit. III Funding of NGOs (11 Hours)</p> <p>Strategies, sources of fund, and efficiency of NGOs and Vos .Funding agencies for NGOs . CAPART . Central Social Welfare Board . State Social Welfare Board . Other Central and State Government Departments . International Donor agencies</p> <p style="text-align: center;">Unit. IV Corporate Sector and Rural Development (12 Hours)</p> <p>Corporate Social Responsibility . Case Studies (Activities in different spheres: Education, Health, Agriculture and Service sectors).</p> <p style="text-align: center;">Unit. V Working with Communities (12 Hours)</p> <p>Community Organization . Definition and Principles Civil Society Organisations. .Models and Strategies of Community Organization: Locality Development Model .Social Planning Model . Social Action Model . Methods of Community Organization.</p>			
Course Outcome	CO1 Capable to start NGO CO2 Ability to conduct NGO activities CO3 Able to work with the communities		
<p>Text Books</p> <ol style="list-style-type: none"> 1. Ganesh Babu K, 2012, NGOs and Rural Government Programmes, Discovery Publishing Pvt. New Delhi. 2. Bose S.G.R, 2008, NGOs and Rural Development: Theory and Practices, Concept Publishing Company, New Delhi. 3. Goel O.P, 2004, Role of NGOs In Development of Social System, Isha Books, New Delhi 4. Shah.P,1992, "Voluntarism: Concept and Issues," Sage Publications, New Delhi. <p>Supplementary Readings</p> <ol style="list-style-type: none"> 1. Elumali. R, 1993, Rural Development and Management of Voluntary Organisations, Vikas Publishing Co, New Delhi 2. Goel O.P, 204, Strategic Management and policy issues of NGOs, Isha Books, New Delhi 			

Year	V	Semester	IX
ISSC 96	SOFT SKILLS		
Learning Objectives	LO1 To train students in soft skills LO2 To enable them to be professionally competent LO3 To create interpersonal skills LO4 To obtain professional skills		
Total Credits	03		
Total Hours	65		
Unit I: Soft Skills and Personality Development (15 Hours) Soft Skills: Meaning and Importance - Hard Skills versus Soft Skills - Self Concept: Self Awareness, Self Development and Self Realisation – Power of Positive Attitude – Etiquette and Manners. Listening: Types of Listening, Effective Listening and Barriers to Listening – Assertive Communication			
Unit II: Communication Skills (14 Hours) Oral Communication: Forms, Types of Speeches and Public Speaking – Presentation: Elements of Effective Presentation and Use of Visual Aids in Presentation. Written Communication: Strategies of Writing – Business Letters: Form, Structure and Formats – Types of Business Letters – Memos – Agenda and Minutes. Non-verbal Communication: Body Language and Proxemics.			
Unit III: Interpersonal Skills (14 Hours) Interpersonal Skills: Relationship Development and Maintenance and Transactional Analysis. Conflict Resolution Skills: Levels of Conflict and Handling Conflict - Persuasion – Empathy – Managing Emotions – Negotiation: Types, Stages and Skills – Counseling Skills.			
Unit IV: Employability Skills (12 Hours) Goal Setting – Career Planning – Corporate Skills – Group Discussion – Interview Skills – Types of Interview - Email Writing – Job Application – Cover Letter - Resume Preparation.			
Unit V: Professional Skills (10 Hours) Decision Making Skills – Problem Solving – Emotional Intelligence – Team Building Skills – Team Spirit – Time Management – Stress Management: Resolving Techniques.			
Course Outcome	CO1 Acquire knowledge on soft skills CO2 Able to communicate and write CO3 Development of interpersonal skills CO4 Obtain business and professional skills		
Text Books <ol style="list-style-type: none"> Ghosh, B.N., 2012, Managing Soft Skills for Personality Development. (Ed). New Delhi: Tata McGraw Hill Education Pvt. Ltd., New Delhi Krishna Mohan and Meera Banerji, 2009, Developing Communication Skills. (2nd Edition), MacMillan Publishers India Ltd., New Delhi Neera Jain and Shoma Mukherji, 2012, Effective Business Communication, Tata McGraw Hill Education Pvt. Ltd., New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> Rao, M.S. 2011, Soft Skills - Enhancing Employability: Connecting Campus with Corporate, I.K International Publishing House Pvt. Ltd., New Delhi Ashraf Rizwi, M, 2010, Effective Technical Communication, Tata McGraw Hill Education Pvt. Ltd., New Delhi 			

Year	V	Semester	X
IRDC 101	SHGs AND WOMEN EMPOWERMENT		
Learning Objectives	LO1 To enable the students to understand the concept of women empowerment. LO2 To know about the activities of SHG LO3 Analyse the credit system and its impact on rural development		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (14 Hours) Self Help Groups: Meaning, Concept, Definition, Structure and Objectives of SHGs, Elements of SHGs – SHGs in Tamil Nadu – Indian Scenario.			
Unit II: Function of SHGs (16 Hours) Self Help Groups and Promotion: Role of Self Help Groups – Stages and Role of NGOs – Saving Operations of SHGs – Credits Operation of SHGs – Saving and Credit Programmes of SHGs – SHG Meetings: Weekly, Monthly, Office Bearers, Membership and Account Maintenance.			
Unit III: SHGs Promotion Strategy (15 Hours) Issues of SHGs – Problems Faced by the SHGs Members – Revolving Fund – Economic Activities – Social Activities – SHGs and Bank Linkage – Strategy and Methods of SHGs Promotion – Factors of Promotion.			
Unit IV: Women Empowerment (15 Hours) Concept – Definition – Elements –Importance –Women Empowerment and Rural development- Poverty Reduction – Role of Micro Finance Institutions.			
Unit V: Role of SHGs in Rural Development (15 Hours) Contributions of SHGs to Women Empowerment Micro Credit: Concept – Definition – Features – Development – Types of Micro Credit – Micro Credit versus Microfinance – Credit Planning: Agricultural Activity, Entrepreneurial Activity, Service Activity – Impact of Microfinance and the SHGs.			
Course Outcome	CO1 Capable to form SHGs CO2 Become an advisor to the SHGs CO3 Capability to start an entrepreneurial activities		
Text Books <ol style="list-style-type: none"> 1. Lalitha, N, 2013, <i>SHGs and Women Empowerment</i>, Concept Publications, New Delhi. 2. Sinha. F, 2009, <i>Micro Finance Self Help Groups in India</i>, Practical Action Publishers, NewDelhi 3. Abdul Raheem A, 2013, <i>Women Empowerment through SHGs</i>, The New Centuray Book House, Chennai 4. Neeta Tapan, 2010, <i>Micro Credit, SHG and Women Empowerment</i>, Concept Publishers, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> 1. Rajasewari, S, 2002, <i>Micro- Finance and Rural Poor</i>, Concept Publication, New Delhi 2. WWW.WOMENDEVELOPMENTCORPORATION.COM 			

Year	V	Semester	X
IRDC 102	DISASTER MANAGEMENT		
Learning Objectives	LO1 To make the students to understand the disaster management techniques in community development. LO2 To find out the reasons for man made disaster LO3 Acquiring knowledge on GIS to find out disaster		
Total Credits	05		
Total Hours	75		
Unit I: Introduction to Natural Disaster (13 Hours) Nature, characteristics and types of Disasters -Causes and effects of Disaster - Disaster Profile of India - Disaster Management cycle.			
Unit II: Natural and Man Made Disasters (17 Hours) Geological and Mountain Area Disasters (Earthquakes, Volcanic Eruption, Landslides and Snow Avalanches) - Wind and Water Related Disasters (Floods and Flash Floods, Droughts, Cyclones and Tsunamis) - Man Made Disasters (Fires and Forest Fires, Nuclear, Biological and Chemical disaster and Road Accidents).			
Unit III: Natural Disaster Management (14 Hours) Prevention and Preparedness - Preparedness Plan - Disaster Mitigation - Mitigation strategies and management – Reconstruction and Rehabilitation - Damage Assessment, Development of Physical and Economic Infrastructure, Education and Awareness - Roles & Responsibilities of GOs and NGOs.			
Unit IV: Technologies for Disaster Management: (15 Hours) Role of IT in Disaster Preparedness - Remote Sensing, GIS and GPS - Modern Technologies for the Emergency communication.			
Unit V: Disaster Response and Management: (16 Hours) Communication and Activation of Emergency Preparedness Plans- Search, Rescue, Evacuation and other logistic management - Psychological Response and Rehabilitation - Trauma and Stress Management - Medical and Health Response to Different Disasters - Relief and recovery management.			
Course Outcome	CO1 Knowledge about the different types of disaster CO2 Differentiate between natural and manmade disaster CO3 Handling the disaster (Mitigation and rehabilitation process)		
Text Books			
1. Jack Pinkowski, (2008) Disaster Management – Hand Book, CRC Press, Taylor and Francis Group, New York 2. Jeffrey G Bumgarner (2008), Emergency Management: A reference Hand Book, Contemporary World Issues, Oxford, England. 3. Jagbir Singh, 2010, Disaster Management : Future Challenges and Opportunities, I.K. International Publishing House Pvt. Limited, New Delhi 4. Vino K Sharma, 2013, Disaster Management, Meditech Publishers, New Delhi			
Supplementary Books			
1. Singh R.B, 2013, Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi 2. Harsh K Gupta, 2003, Disaster Management, Universities Press, New Delhi			

Year	V	Semester	X
IRDC 103	CASE STUDY & VILLAGE SURVEY		
Learning Objectives	<p>LO1 The main aim of the course is to educate the students to know about the case study</p> <p>LO2 To enable the student to conduct a case study with reference to a village.</p> <p>LO3 To provide the practical knowledge about the particular unit in the context of rural development</p>		
Total Credits	05		
Total Hours	70		
Course content			
The course comprises two parts such as			
Theoretical Orientation			
The students will be taught about the skills and techniques to conduct the case study at village level. They will be given an opportunity to select, visit and observe the social, economic, environmental, psychological cultural and political characteristics and their related programmes/schemes in a selected village.			
Submission of Report			
The individual should submit a report to the department, on the basis of the guidance of the course teacher concerned..			
Course Outcome	<p>CO1 Well versed in village survey</p> <p>CO2 Proficiency in case study</p> <p>CO3 Possibility to get the job of enumerator</p>		

Year	V	Semester	X
IRDC 104	PROJECT WORK		
Learning Objectives	<p>LO1 To enable the student to conduct a study, with reference to a village, by taking a problem for analysis and salvation using research methods and statistical tools</p> <p>LO2 To get training on data collection</p>		
Total Credits	06		
Total Hours	70		
<ul style="list-style-type: none"> All the Students should take up the research work on the any of the rural problems with the consultation of the Guide. Finally a dissertation is to be submitted as per the University Examination Rule. 			
Course Outcome	<p>CO1 Acquiring skills to take up a project</p> <p>CO2 Expertise in a rural project</p> <p>CO3 Capability to different techniques of projects</p>		