|  |
| --- |
| M.A., Rural Development |
|  |
|  |
|  |
|  |
|  |
|  |
| **SYLLABUS****FROM THE ACADEMIC YEAR****2023 - 2024** |
|  |
|  |
|  |
|  |
|  |
|  |
| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,** **CHENNAI – 600 005** |
|  |

**contents**

1. PO and PSO Description
2. PG – Template
3. Methods of Evaluation & Methods of Assessment
4. Semester Index.
5. Subjects – Core, Elective, Nonmajor, Skill Enhanced, Ability Enhanced, Extension Activity, Environment, Professional Competency
6. *Course Lesson Box*
7. *Course Objectives*
8. *Units*
9. *Learning Outcome*
10. *Reference and Text Books*
11. *Web Sources*
12. *PO & PSO Mapping tables*

|  |
| --- |
| **TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION** |
| **Programme** | **M.A., Rural Development** |
| **Programme Code** |  |
| **Duration** | **PG - Two Years** |
| **Programme Outcomes (Pos)** | **PO1: Problem Solving Skill**Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.**PO2: Decision Making Skill**Foster analytical and critical thinking abilities for data-based decision-making.**PO3: Ethical Value**Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.**PO4: Communication Skill**Ability to develop communication, managerial and interpersonal skills.**PO5: Individual and Team Leadership Skill**Capability to lead themselves and the team to achieve organizational goals.**PO6: Employability Skill**Inculcate contemporary business practices to enhance employability skills in the competitive environment.**PO7: Entrepreneurial Skill**Equip with skills and competencies to become an entrepreneur.**PO8: Contribution to Society** Succeed in career endeavors and contribute significantly to society.**PO 9 Multicultural competence** Possess knowledge of the values and beliefs of multiple cultures and a global perspective.**PO 10: Moral and ethical awareness/reasoning**Ability to embrace moral/ethical values in conducting one’s life.  |
| **Programme Specific Outcomes****(PSOs)** | **PSO1 – Placement**To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.**PSO 2 - Entrepreneur**To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.**PSO3 – Research and Development**Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.**PSO4 – Contribution to Business World**To produce employable, ethical and innovative professionals to sustain in the dynamic business world.**PSO 5 – Contribution to the Society**To contribute to the development of the society by collaborating with stakeholders for mutual benefit. |

 **Template for P.G., Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Hours** | **Semester-II** | **Credit** | **Hours** | **Semester-III** | **Credit** | **Hours** | **Semester–IV** | **Credit** | **Hours** |
| 1.1. Core-I  | 5 | 7 | 2.1. Core-IV  | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI  | 5 | 6 |
| 1.2 Core-II  | 5 | 7 | 2.2 Core-V  | 5 | 6 | 3.2 Core-VIII  | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III  | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric Elective -I | 3 | 5 | 2.4 Discipline Centric Elective – III | 3 | 4 | 3.4 Core – X  | 4 | 6 | 4.4Elective - VI (Industry / Entrepreneurship) 20% Theory80% Practical  | 3 | 4 |
| 1.5 Generic Elective-II:  | 3 | 5 | 2.5 Generic Elective -IV:  | 3 | 4 | 3.5 Discipline Centric Elective - V  | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill  | 2 | 4 |
|  |  |  | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 |  |
|  |  |  |  |  |  | 3.7 Internship/ Industrial Activity | 2 | - |  |  |  |
|  | **20** | **30** |  | **22** | **30** |  | **26** | **30** |  | **23** | **30** |
| **Total Credit Points -91** |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System**

**for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – I | 5 | 7 |
| Core – II | 5 | 7 |
| Core – III | 4 | 6 |
| Elective – I | 3 | 5 |
| Elective – II | 3 | 5 |
|  |  | **20** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – IV | 5 | 6 |
| Core – V | 5 | 6 |
| Core – VI | 4 | 6 |
| Elective – III | 3 | 4 |
| Elective – IV | 3 | 4 |
| Skill Enhancement Course [SEC] - I | 2 | 4 |
|  |  | **22** | **30** |

**Second Year – Semester – III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – VII | 5 | 6 |
| Core – VIII | 5 | 6 |
| Core – IX | 5 | 6 |
| Core (Industry Module) – X | 4 | 6 |
| Elective – V | 3 | 3 |
| Skill Enhancement Course - II | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  |  | **26** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – XI | 5 | 6 |
| Core – XII | 5 | 6 |
| Project with VIVA VOCE | 7 | 10 |
| Elective – VI (Industry Entrepreneurship)  | 3 | 4 |
| Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
| Extension Activity | 1 | - |
|  |  | **23** | **30** |

**Total 91 Credits for PG Courses**

|  |
| --- |
| **METHODS OF EVALUATION** |
| **Internal Evaluation** | Continuous Internal Assessment Test  | **25 Marks** |
| Assignments / Snap Test / Quiz |
| Seminars  |
| Attendance and Class Participation |
| **External Evaluation** | End Semester Examination | **75 Marks** |
| **Total** | **100 Marks** |
| **METHODS OF ASSESSMENT** |
| **Remembering (K1)** | * The lowest level of questions require students to recall information from the course content
* Knowledge questions usually require students to identify information in the text book.
 |
| **Understanding (K2)**  | * Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words.
* The questions go beyond simple recall and require students to combine data together
 |
| **Application (K3)** | * Students have to solve problems by using / applying a concept learned in the classroom.
* Students must use their knowledge to determine a exact response.
 |
| **Analyze (K4)**  | * Analyzing the question is one that asks the students to break down something into its component parts.
* Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations.
 |
| **Evaluate (K5)** | * Evaluation requires an individual to make judgment on something.
* Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem.
* Students are engaged in decision-making and problem – solving.
* Evaluation questions do not have single right answers.
 |
| **Create (K6)** | * The questions of this category challenge students to get engaged in creative and original thinking.
* Developing original ideas and problem solving skills
 |

**M.A. Rural Development**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Code | Course Title | Hours/ Week | C | Marks |
| **L** | **T** | **P** | **CIA** | **ESE** | Total |
| Semester - I  |
|  Core-I  | Rural Development Policy and Strategies | 7 |  |  | 5 | 25 | 75 | 100 |
| Core-II  | Inclusive Development | 7 |  |  | 5 | 25 | 75 | 100 |
| Core – III  | People’s Participation in Rural Development | 6 |  |  | 4 | 25 | 75 | 100 |
| Elective -I Discipline Centric  | Common Property Resources for Rural Development | 5 |  |  | 3 | 25 | 75 | 100 |
| Elective-II Generic:  | **Inter Departmental Elective** | 5 |  |  | 3 | 25 | 75 | 100 |
|  |  Total Credits Semester I  | **30** |  |  | **20** |  |  |  |
| Semester - II  |
|  Core-IV  | Rural Project Planning, Monitoring and Evaluation | 6 |  |  | 5 | 25 | 75 | 100 |
| Core-V  | Role of NGOs in Rural Development: Theory & Experiential Learning | 6 |  |  | 5 | 25 | 75 | 100 |
| Core – VI | Sustainable Rural Livelihoods and Adaptations to Climate Change (SLACC)  | 6 |  |  | 4 | 25 | 75 | 100 |
| Elective – IIIDiscipline Centric  | Field Placement Programme\* | 4 |  | 10 | 3 | 25 | 75 | 100 |
| Elective -IV Generic:  | **Inter Departmental Elective** | 4 |  |  | 3 | 25 | 75 | 100 |
|  NME I | **Departmental Elective** | 4 |  |  | 2 | 25 | 75 | 100 |
|  |  **Total Credits Semester II**  | **30** |  |  | **22** |  |  |  |
| Semester - III  |
| Core-VII | Core9: Communication and Extension Techniques | 6 |  |  | 5 | 25 | 75 | 100 |
|  Core-VIII  | Research Methodology | 6 |  |  | 5 | 25 | 75 | 100 |
| Core – IX | Rural Entrepreneurship Development | 6 |  |  | 5 | 25 | 75 | 100 |
| Core – X  | Field Practicum (Block Placement) | 6 |  | 10 | 4 | 25 | 75 | 100 |
| Elective - VDiscipline Centric  |  **Inter Departmental Elective** | 3 |  |  | 3 | 25 | 75 | 100 |
| NME II | **Departmental Elective** | 3 |  |  | 2 | 25 | 75 | 100 |
| Internship/ Industrial Activity |  | - |  |  | 2 |  |  |  |
|  |  | **30** |  |  | **26** |  |  |  |
|  Semester - IV  |
| Core-XI  | SHGs and Women Empowerment | 6 |  |  | 5 | 25 | 75 | 100 |
| Core-XII | Disaster Management  | 6 |  |  | 5 | 25 | 75 | 100 |
| Project work | Project with viva voce | 10 |  | 5 | 7 | 25 | 75 | 100 |
| Elective - VI (Industry / Entrepreneurship) 20% Theory80% Practical  | Constitution of India | 4 |  | 8 | 3 | 25 | 75  | 100 |
| Skill Enhancement course / Professional Competency Skill  |  | 4 |  |  | 2 | 25 | 75  | 100 |
|  Extension Activity | Case Study & Village Survey |  |  |  | 1 |  |  |  |
|  |  | 30 |  |  | **23** |  |  |  |
|  |  Total Credits |  |  |  | 91 |  |  |  |

**M.A. Rural Development**

**Objective of the Programme**

|  |  |
| --- | --- |
| 1 | To make the students to understand the role of Rural Development in National Building |
| 2 | To inculcate the students on various dimensions of Rural Development  |
| 3 | To make the students of Rural Development to be aware about the Rural Development Programmes for the benefit of the rural community. |
| 4 | To expose the RD Students to understand the field based problems, issues and welfare based activities through field visit, village survey, field placement programme, block placement and village case study. |
| 5 | To take the students in the new and advanced avenues of Rural Development discipline through experiential learning and practical classes. |
| 6 | To promote every student to upkeep and acquire the knowledge and aptitude on Rural Development professions.  |
| 7 | To orient student community in handling development initiatives and local institutions/community based organization for its management and development related to betterment in villages. |
| 8 | To make the all students to acquire skill based developments, promotions and changes to perform in various skill developments based rural development initiatives/programmes.  |

**Programme Outcomes (PO)**

After the successful completion of the M.A. Rural Development Programme, the graduates will be able to:

|  |  |
| --- | --- |
| PO1: | handle all the rural development projects for community development |
| PO2: | conduct a rural development projects towards sustainable rural development. |
| PO3: | Be placed as National/state/district/block level project officials/associates/assistants in Rural Development departments/MORD/ NGOs.  |
| PO4: | hold some important key post of Rural Welfare Manager/Officer jobs. |
| PO5: | Be benefited through various intensive placements and case studies for fine-tuning rural development programmes, and its implementation, monitoring and evaluation by students.  |

**Programme Specific Outcomes (PSO)**

 At the end of the programme, the student will be able to:

|  |  |
| --- | --- |
| PSO1: | Able to run/work in the NGOs/project agencies/Rural Project Officers/Assistants/Enumerators/Organisors/Programme Officers/Project Coordinators. |
| PSO2: | be placed as a project consultant in the central sustainable development organisation/NIRD/SIRDs and Panchayats Organisation.  |
| PSO3: | Support all students to equip and develop skills to handled the National Level Climate Change initiatives/projects |
| PSO4: | Become as National Rural Development fellow under the PMRDF and sustainable rural livelihoods and adaptations to climate change (SLACC) of Ministry of Rural Development, Government of India and as well as State Governments. |
| PSO5: | Become as a Programme Analyst/ Programme Manager/Evaluation Associate/ Social Audit Coordinators and Climate change representatives through the special course offered in both PG Programmes in Rural Development. |
|  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC101** | **RURAL DEVELOPMENT POLICY AND STRATEGIES** | **L** | **T** | **P** | **C** |
| **Semester - I** | **4** |  |  | **4** |

**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.

**Course Outcomes**

At the end of the course, the students will able to:

* **CO1:** understand and adopt the different approaches of rural development
* **CO2:** apply the theories in practice
* **CO3:** spread the knowledge of Rural Development Programmes

**Unit I: Introduction**

Rural Development- Concept- Nature and Scope – Significance of Rural Development in Indian Context – Objectives and Functions of Rural Development- Socio-cultural Barriers in Rural Development.

**Unit II: Approaches to Rural Development**

Characteristics of Developing Countries – Growth and Development – Myrdal’s Soft State- Underdevelopment and External Relationship: - Arthur Lewis theory of unlimited supply of labour –- Urbanization and its impact on Rural Development.

**Unit III: Strategies of Rural Development**

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**

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**

Rural Development in developing countries: Nepal, Malaysia, Srilanka, Pakistan and African countries -Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

Text Books

1. Malcolm J. Moseley, *Rural Development: Principles and Practice,* Sage Publications,

 New Delhi. 2010

1. Katar Sing, *Rural Development - Principles, Policies & Management,* Sage Publications, New Delhi. 2016
2. Prasad, B.K, *Rural Development*, Surup and Sons, New Delhi. 2013
3. Datt and Vasant, *Fundamentals of Rural Development*, Rawat publications, New Delhi. 2005

Supplementary Reading

1. Khanna, Sulbha, *Rural Development*, Sonali Publication, New Delhi. 2003

Datt and Rudra, *Growth Poverty and Equality*, Deep and Deep Publication, New Delhi. 2008

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 2 |
| **CO3** | 2 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 1 | 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC102** | **INCLUSIVE DEVELOPMENT** | **L** | **T** | **P** | **C** |
| **Semester - I** | **5** |  |  | **5** |

**Learning Objectives**

* LO1: To analyse the importance of inclusive development to the students.
* LO2: To know the inclusive development of SC/ST and Minorities.

**Course Outcomes**

At the end of the course, the student will be able to:

* CO1: understand the importance of SC/ST/Minorities for inclusive development
* CO2: work for marginalized and disadvantaged groups

**Unit I: Inclusive Development**

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**

Caste as a barrier to the inclusive development of Scheduled Castes – constitutional provisions – reservation – National Polices, 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**

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**

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**

Women – Differently abled – Transgender – Elderly – PLWHA – Small and Marginal Farmers – Agricultural Labourers – unorganized workers - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Text Books**

1. Dubochet, Lucy, *Making Post Matter for Socially Excluded Groups in India,* Oxfam

India Working Papers Series, Published by Oxfam India. 2013

1. GOI, *India Exclusion Report- A Comprehensive, Annually Updated Analysis on*

*the Exclusion of Disadvantaged Groups in India*, Books for Change, New Delhi. 2014

1. Shariff, Abusalah, *Inclusive Development Paradigm: A Post - Sachar Report,*

US - India Policy Institute, Washington. 2012,

1. *Justice Ranganath Misra Report of the National Commission for Religious and*

*Linguistic Minorities,* Ministry of Minority Affairs, Government of India. 2007,

**Supplementary Reading**

1. Hickey, Sam, Kunal Sen, and Badru Bukenya, *The Politics of Inclusive*

*Development: Interrogating the Evidence,* Oxford University Press, Oxford. 2014

1. Tsujita, Yuko, *Inclusive Growth and Development in India: Challenges for*

*Underdeveloped Regions and the Underclass*, Palgrave Macmillan, Hampshire. 2014

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 3 | 2 | 3 | 1 | 1 | 2 |
| **CO2** | 2 | 2 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC103** | **PEOPLE’S PARTICIPATION IN RURAL DEVELOPMENT** | **L** | **T** | **P** | **C** |
| **Semester - I** | **5** |  |  | **5** |

**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 the participatory evaluation

**Course Outcomes**

At the end of the course the students will be able to:

* CO1: create awareness to the people on people’s participation
* CO2: take up the Rural Participatory Appraisal
* CO3: solve the issues of Participatory Evaluation

**Unit I: Introduction**

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**

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**

Emerging methodology of Participation - Issues - stages - and Instrument of methodology of Participation - Training in the methodology of participation

**Unit IV: Issues**

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**

Participatory technology development and transfer - main objectives - Analysis of needs and priorities-People participation in adoption of technology packages and practice - Applications and Present Trends- Thoughts- Ideas Sharing – Institutions based Initiatives- Results and Impact.

**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, *Approaches to Participation in Rural Development*, International Labour Office, Geneva. 2010
3. Peter Oakeley et. al., *Projects with People - The Practice of Participation in Rural Development*, International Labour Office, Geneva. 2010
4. Sitananda Das A.M, *Foundation of PRA Techniques,* Allied Publishers, New Delhi. 2010

**Supplementary Reading**

1. Somesh Kumar, *Methods for Community Participation- A Complete Guide for Practitioners*, Vistaar Publications, New Delhi. 2003
2. Robert Chambers, *Participatory Rural Appraisal.* Concept Publishing Company, New Delhi. 2004

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 |
| **CO3** | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 3 | 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC104** | **COMMON PROPERTY RESOURCES FOR RURAL DEVELOPMENT** | **L** | **T** | **P** | **C** |
| **Semester - I** | **4** |  |  | **4** |

**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

**Course Outcomes**

At the end of the course the students will be able to:

* CO1: understand and gain knowledge about the common property resources
* CO2: sort out the issues of common property resources
* CO3: give the management solutions to sustain the common property resources

**Unit I: Introduction**

Introduction to Common Property Resources- Fundamentals-Concept-meaning-definition- Important and basic issues-CPR and Sustainable rural livelihoods.

**Unit II: CPR types & Relevance**

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**

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**

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**

Employment Generation- Empowerment of rural people- Land development- Water resources- Ponds & tanks’ conservation- Crop production- Poverty reduction - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.
Text Books

1. Gibbs, and Bromley, D.W, *Common Property Resources: Ecology and Community- Based Sustainable Development.* F.Berkes (ed.) Belhaven Press, 25 Floor Street, London, WC2E 9DS. 2009
2. Jodha, Common *Property Resources: A Missing Dimension of Development Strategies* World Bank Discussion Papers, No.169. Washington. 2012
3. Arnold J.E.M. Stewart W.C, *Common Property Resources Management for India,* Oxford Forestry Institute, Oxford. 1991,
4. Khan A.V. Majumdhar M, Common Property Resources Management, Academic Foundation, New Delhi. 2011

Supplementary Reading

1. Ellison Ostrom (Reissue) *Governing communes : The Evolution of institution*

*For Collective Action,* Cambridge University Press, Cambridge. 2015

1. Bromley, *Environment and Economy: Property Rights and Public Policy,* Oxford University Press, Oxford, UK. 2012,

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 2 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 2 |
| **CO2** | 3 | 2 | 2 | 2 | 1 | 1 | 3 | 2 | 1 | 2 |
| **CO3** | 2 | 2 | 1 | 2 | 3 | 2 | 1 | 2 | 3 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURX105** | **RURAL DEVELOPMENT & EXTENSION****(Interdepartmental Elective)** | **L** | **T** | **P** | **C** |
| **Semester - II** | **3** |  |  | **3** |

**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

**Course Outcomes**

At the end of the course the students will be able to:

* CO1: transfer of rural technology
* CO2: ability to conduct extension programmes at the rural area

**Unit I: Introduction**

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**

Extension – Meaning – Objectives – Rural Extension – Principles – Techniques – Problems – Field Work – Lab to Land Concept – Technology Transfer – Extension Work and Rural Development.

**Unit III: Approaches**

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**

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**

Field Work – Village Visits – Contact Points – Interactions with Village Groups – Panchayat Raj – Youth Club – SHGs – Farmers Clubs and Other Rural Institutions - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

Text Books

1. Mohapatra.B.P., *Dimension of Extension Education,* New India Publishing Agency,
New Delhi. 2016
2. Dubey V.K, *Extension Education and Communication*, New Age International, New Delhi. 2008
3. Grover I. *Extension Management*. Agro tech Publications, New Delhi. 2002
4. Adivi Reddy.A, *Extension Education*, Sri Lakshmi Press, Vijayawada. 1998

Supplementary Reading

1. Dubey V.K, *Extension for Rural Development*, New Age International, New Delhi. 2008
2. Jalihal K.L, *Fundamentals of Extension Education and Management,* Concept Publishing Company, New Delhi. 2008

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC201** | **RURAL PROJECT PLANNING, MONITORING AND EVALUATION** | **L** | **T** | **P** | **C** |
| **Semester - II** | **4** |  |  | **4** |

**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

**Course Outcomes**

At the end of the course the students will be able to:

* CO1: understand and gain knowledge on rural projects.
* CO2: plan rural projects.
* CO3: become a project monitor and evaluator.

**Unit I: Introduction**

Rural Development Projects- Concepts- Planning- - Methods- Resource Mobilization- Need- Project Appraisal- Technical Feasibility, Economic Viability.

**Unit II: Project Identification**

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**

Essentials of Project Implementation, Monitoring of Rural Development Projects- Project Evaluation- Meaning – definitions- Types- Components- Objectivity.

**Unit IV: Project Evaluation**

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**

Utility- Reliability - Fairness and protection of the interests of the Beneficiaries Involved - Evaluation Recommendations- Feed Backs- International standards and Requirements - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Text Books**

1. ADC, *Guidelines for Project* and Programme Evaluations, Austrian Development Cooperation, Vianna. 2009
2. Stimson R.J.,et. al. *Regional Economic Development Analysis and Planning Strategy*, *Springer* – Verlag Berlin Publication, Heidelberg, London. 2002
3. Shrivastava O.S. *Regional Economics and Regional Planning*, Anmol Publishing Pvt. Ltd., New Delhi. 2009
4. Chand M. & Puri V.K. *Regional Planning in India* Allied Publishers Ltd., New Delhi. 1995

**Supplementary Reading**

1. DFID, *Guidance on Evaluation and Review for Development Projects*. Department for International Development: London. 2015
2. Misra & Puri, Indian Economy, Himalaya Publishing House, New Delhi. 2010

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 3 | 3 | 1 | 2 | 1 | 3 |
| **CO3** | 1 | 2 | 2 | 3 | 3 | 3 | 1 | 2 | 1 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC202** | **ROLE OF NGOS IN RURAL DEVELOPMENT: Theory & Experiential Learning** | **L** | **T** | **P** | **C** |
| **Semester - II** | **4** |  |  | **4** |

**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

**Course Outcomes**

At the end of the course the students will be able to:

* CO1: form NGOs
* CO2: find out the source of funding to the NGOs
* CO3: get employment in NGOs
* CO4: become Counsellors/Advisors to the NGOs

**Unit I: Introduction**

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**

Role of Non Governmental Organisations in Rural Development – Development of Agriculture, Industry, Health, Education and Infrastructural Development.

**Unit III: NGOs and Funding**

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**

Voluntary Agency in Rural Development - Agriculture, Industry, Heath Education and Infrastructural Development.

**Unit V: Training and Development**

Training and Development - Role and Function – Skill imparting, Training Types - International Funding - Donor agency – Central and State Government DRDA, Mahalir Thittam etc - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Text Books**

1. Ganesh Babu K, *NGOs and Rural Government Programmes,* Discovery Publishing Pvt. New Delhi. 2012
2. Bose S.G.R, 2008, *NGOs and Rural Development: Theory and Practices,* Concept Publishing Company, New Delhi. 2012
3. Goel O.P, *Role of NGOs In Development of Social System*, Isha Books, New Delhi 2004
4. Shah.P, *Voluntarism: Concept and Issues*, Sage Publications, New Delhi. 1992

**Supplementary Reading**

1. Elumali. R, *Rural Development and Management of Voluntary Organisations*, Vikas Publishing Co, New Delhi. 1993
2. Goel O.P, 204, *Strategic Management and policy issues of NGOs*, Isha Books,
New Delhi.

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 3 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 3 |
| **CO3** | 2 | 2 | 3 | 1 | 1 | 2 | 1 | 2 | 3 | 2 |
| **CO4** | 1 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC203** | **SUSTAINABLE RURAL LIVELIHOODS AND ADAPTATIONS TO CLIMATE CHANGE (SLACC)** | **L** | **T** | **P** | **C** |
| **Semester - II** | **5** |  |  | **5** |

**Learning Objectives**

* **LO1:** Understand climate change
* **LO2:** Adaptation for Sustainable rural livelihoods
* **LO3:** Earth Sciences and Natural Resources
* **LO4:** Climate Change and Adaptation Planning

**Course Outcomes**

At the end of the course the students will be able to:

* CO1: work in Climate Change related Projects
* CO2: complete information on natural Resources
* CO3: research & extension in Rural Area

**Unit I: Sustainable Rural Livelihoods**

Concept of Sustainable Rural Livelihoods (SRL) –Objectives – Strategies –Issues-Natural Resources conservation and SRL – Sustainable Crop Production – Indigenous Animals Breeding – Health & Nutrition – Income generation.

**Unit II: Climate Change**

Climate Change – Components – Natural Resources Management(NRM) – Water Resources – Land Resources – Forest Conservation – Joint Forest Management (JFM) – Watershed Management – Eco-environmental Sustainability – Conservation of Local Water Bodies – Kudimaramathu System – Rainwater Harvesting – Indigenous Methods & Techniques.

**Unit III: Earth Sciences and Natural Resources**

Earth Sciences and Natural Resources – Water Table – Ground Water Recharging Structures – Natural Vegetation – Geospatial technology – GIS – Geo-informatics – Geo-morphology – ISRO and Rural Development – RESPOND Projects – Remote sensing – Resource Mapping – Types, Methods & Techniques.

**Unit IV: Adaptation Techniques**

Adaptation Techniques – Concepts – Weather Crop Advisory Services (WCAS) – Livestock Advisory – Vermicompost – Soil Resources Development – Tree Based Nursery & Cropping – Organic – fertilizers & Pesticides:- Production & Usage Zero Tillage – Direct Seeded Rice – Crop Intensification – Solar pumped Irrigation.

**Unit V: Climate Change and Adaptation Planning**

Climate Change Adaptation Planning – Technology & Knowledge Management – Village Tool Bank – Community Managed crop Production & Resource Conservation: Approaches and adaptation package – Exposure Visit and Observation - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Text Books**

1. Ajoy, *Environment and Biodiversity*, Mittal Publications. 2016
2. Gangopadhyay, *Plant Biodiversity*, Sage Publications. 2018
3. Regina et.al, The Global Environment: Institutions, Law and Policy, Sage Publications. 2019

**Supplementary Reading**

1. *Dan Egan,* [*The Death and Life of the Great Lakes*](https://www.goodreads.com/book/show/35187180)***,*** *Texas: Barnes & Noble. 2019*
2. Todd Miller, [Storming the Wall](https://www.indiebound.org/book/9780872867154): Climate Change, Migration, and Homeland

Security*,* Washington:Food and Environment Program. 2019

1. Sumita Sarkar Globalization and Gender, London: Longman.

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 |
| **CO3** | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC204** | **FIELD PLACEMENT PROGRAMME** | **L** | **T** | **P** | **C** |
| **Semester - II** |  |  | **10** | **5** |

**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

**Course Outcomes**

At the end of the course the students will be able to:

* CO1: understand and gain information about the formation of an NGO
* CO2: get employed at the NGOs.
* CO3: become an advisor of the NGOs.

**Unit I: Sustainable Rural Livelihoods**

Concept of Sustainable Rural Livelihoods (SRL) –Objectives – Strategies –Issues-Natural Resources conservation and SRL – Sustainable Crop Production – Indigenous Animals Breeding – Health & Nutrition – Income generation.

**Unit II: Climate Change**

Climate Change – Components – Natural Resources Management(NRM) – Water Resources – Land Resources – Forest Conservation – Joint Forest Management (JFM) – Watershed Management – Eco-environmental Sustainability – Conservation of Local Water Bodies – Kudimaramathu System – Rainwater Harvesting – Indigenous Methods & Techniques.

**Unit III: Earth Sciences and Natural Resources**

Earth Sciences and Natural Resources – Water Table – Ground Water Recharging Structures – Natural Vegetation – Geospatial technology – GIS – Geo-informatics – Geo-morphology – ISRO and Rural Development – RESPOND Projects – Remote sensing – Resource Mapping – Types, Methods & Techniques.

**Unit IV: Adaptation Techniques**

Adaptation Techniques – Concepts – Weather Crop Advisory Services (WCAS) – Livestock Advisory – Vermicompost – Soil Resources Development – Tree Based Nursery & Cropping – Organic – fertilizers & Pesticides:- Production & Usage Zero Tillage – Direct Seeded Rice – Crop Intensification – Solar pumped Irrigation.

**Unit V: Climate Change and Adaptation Planning**

Climate Change Adaptation Planning – Technology & Knowledge Management – Village Tool Bank – Community Managed crop Production & Resource Conservation: Approaches and adaptation package – Exposure Visit and Observation - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Text Books**

1. Ajoy, *Environment and Biodiversity*, Mittal Publications. 2016
2. Gangopadhyay, *Plant Biodiversity*, Sage Publications. 2018
3. Regina et.al, *The Global Environment: Institutions, Law and Policy,* Sage Publications. 2019

**Supplementary Reading**

1. *Dan Egan,* [*The Death and Life of the Great Lakes*](https://www.goodreads.com/book/show/35187180)***,*** *Texas: Barnes & Noble. 2019*
2. Todd Miller, [*Storming the Wall*](https://www.indiebound.org/book/9780872867154)*: Climate Change, Migration, and Homeland*

*Security,* Washington: *Food and Environment Program*. 2019

1. Sumita Sarkar *Globalization and Gender,* London: Longman.

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 |
| **CO3** | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC301** | **COMMUNICATION AND EXTENSION TECHNIQUES** | **L** | **T** | **P** | **C** |
| **Semester - III** | **04** |  |  | **04** |

**Learning Objectives**

* **LO1:** To teach the various methods of communication
* **LO2:** To understand the importance of extension
* **LO3:** To anlayse the demonstration and contact methods of extension

**Course Outcomes**

At the end of the course the students will be able to:.

* CO1: understand and gain Skill on communication
* CO2: acquire knowledge on different extension methods
* CO3: Capability on field demonstration methods

**Unit I: Introduction Communication and Extension**

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 I I: M e thods of C on ta c t s**

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**

Group contact methods - Method and Result demonstrations, Group Meetings, Field Day, Group Discussion-Meaning, purpose, procedure, advantages and limitations

**Unit IV: Extension campaign**

Mass contact methods - Farm publications, circular Letter, News articles, Campaign, Exhibition, Radio, Television. View data and Network system.

**Unit V: Advantages and Limitations**

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 -Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact**.**

**Text Books:**

1. Adivi Reddy, A, *Extension Education,* Sree Lakshmi Press., Bapatla. 2005
2. Annamalai, R.M, *Extension Methods and Their Principles,* Palanippa Printers, Thirunelveli. 2007
3. Dhaha, O.P and O.P. Bhatnagar, *Education and Communication for Development.* Oxford and IBH Publishing Company, New Delhi. 2005
4. Mohapatra.B.P., Dimension of Extension Education, New India Publishing Agency, New Delhi. 2016,

**Supplementary Reading**

1. Ray, G.L., *Extension Communication and Management.* Naya Prakash, Calcutta. 2001
2. Dubey V.K, Extension Education and Communication, New Age International,
New Delhi. 2008

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 3 | 1 | 2 | 1 | 3 | 1 | 2 | 1 | 3 |
| **CO3** | 2 | 2 | 1 | 3 | 1 | 2 | 1 | 2 | 1 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC302** | **RESEARCH METHODOLOGY** | **L** | **T** | **P** | **C** |
| **Semester - III** | **5** |  |  | **5** |

**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

**COURSE OUTCOMES:**

After the successful completion of the course, the students will be able to:

* CO 1: understand and gain Knowledge on social science research
* CO 2: capability to collect data at the field level
* CO 3: proficiency in data analysis through Software packages

**Unit I: Research Fundamentals:**

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**

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:**

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**

Introduction to testing of Hypothesis- Definitions of Terms: Null and Alternative Hypothesis.

**Unit V: Processing of data and Report writing**

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 - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**TEXT BOOKS**

1. Kothari C.R, Gaurav Garg, *Research Methodology: Methods and Techniques,* NeAge International, New Delhi. 2016
2. Bhattacharya D.K, *Research Methodology*, Excel Books India, New Delhi. 2014
3. Gupta M & Gupta D, *Research Methodology*, PHI Learning Pvt. Ltd., New Delhi. 2011
4. Ranjith Kumar, *Research Methodology* : A Step by Step Guide for Beginners, Pearson Publication, New Delhi. 2005

SUPPLEMENTARY READINGS:

1. Kerlinger F.N., *Foundations of Behavioural Research*, Surjeet Publications, New Delhi. 2008
2. Pannerselvam. R., *Research Methodology*, PHI Publishers, New Delhi. 2014

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 2 | 1 | 2 |
| **CO3** | 2 | 3 | S | 3 | 1 | 2 | 1 | 2 | 1 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC303** | **RURAL ENTREPRENEURSHIP DEVELOPMENT** | **L** | **T** | **P** | **C** |
| **Semester - III** | **4** |  |  | **4** |

**Learning objective:**

* **LO1:** To enable the students to acquire entrepreneurial skills
* **LO2:** To know about the rural enterprises
* **LO3:** To acquire basic knowledge on rural business

**Outcome Outcomes**

At the end of the course the students will be able to:

* CO1: acquiring knowledge about entrepreneurship and entrepreneurial activities
* CO2: capability to start rural business
* CO3: expertise in SWOT analysis

**Unit I: Introduction**

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**

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**

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**

Entrepreneurship – practices in Primary sectors – Secondary Sectors and Service sectors – Social Entrepreneurship and Green Entrepreneurship.

**Unit V: Support System**

Organizations in the service of Entrepreneurs – NABARD, Mahalir Thittam, NGOs – Universities – District Industrial Centre – TAHDCO - Objectives and functions– Project Formation – Proposal Follow-up - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Text Books**

1. Dhillon, P.K, *Women Entrepreneurs - Problems and Prospects*, Blaze Publishers and distributors Pvt. Ltd., New Delhi. 1993
2. Dwiredi A.K., Anitha.S. *Rural Entrepreneurship Development in Liberalized era*, Book well Publishers, New Delhi. 2012
3. Sangeetha Sharma, *Entrepreneurship Development,* PMT Learning Publishers New Delhi. 2018
4. Sanjay R. Ajmeri, *Entrepreneurship Development*, Lulu.Com. 2015

**Supplementary Reading**

1. Sivakamasundari.S, *Entrepreneurship Development for Rural Women*, Asian and Pacific Centre for Transfer of Technology, New Delhi. 1995
2. Khanka S.S, *Entrepreneurial Development,* S.Chand & Company, New Delhi. 2007

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 2 |
| **CO3** | 2 | 2 | 3 | 1 | 1 | 2 | 1 | 3 | 1 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC304** | **FIELD PRACTICUM (BLOCK PLACEMENT)** | **L** | **T** | **P** | **C** |
| **Semester – III** |  |  | **10** | **5** |

**Learning Objectives**

**Activities:**

* Village adoption
* Observation study & Extension visit
* Village stay Programme
* Field Placement Programme in leading NGO's
* Carry out small Research Projects.
* Exposure to Rural problems
* Preparation of profile on socio-economic conditions of Villages.
* Impact studies.
* Celebration of National Holidays and participation in Village festivals.

**Current Streams of Thoughts**

 Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| **CO2** | 1 | 2 | 1 | 2 | 1 | 1 | 3 | 2 | 1 | 2 |
| **CO3** | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC401** | **SHGs AND WOMEN EMPOWERMENT** | **L** | **T** | **P** | **C** |
| **Semester - IV** | **5** |  |  | **5** |

**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

**Course Outcomes**

At the end of the course the students will be able to:

* CO1: Capable to form SHGs
* CO2: Become an advisor to the SHGs
* CO3: capability to start entrepreneurial activities

**Unit I: Introduction**

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**

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**

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**

Concept – Definition – Elements –Importance –Women Empowerment and Rural development- Poverty Reduction – Role of Micro Finance Institutions.

**Unit V: Role of SHGs in Rural Development**

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 - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Text Books:**

1. Lalitha, N, *SHGs and Women Empowerment,* Concept Publications, New Delhi. 2013
2. Sinha. F, *Micro Finance Self Help Groups in India*, Practical Action Publishers,
New Delhi. 2009
3. Abdul Raheem A, *Women Empowerment through SHGs*, The New Centuray Book House, Chennai. 2013
4. Neeta Tapan, *Micro Credit, SHG and Women Empowerment,* Concept Publishers,
New Delhi. 2010

**Supplementary Reading**

1. Rajasewari, S, *Micro- Finance and Rural Poor,* Concept Publication, New Delhi. 2002
2. [*www.womendevelopmentcorporation.com*](http://WWW.WOMENDEVELOPMENTCORPORATION.COM/)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 2 | 1 | 1 |
| **CO3** | 2 | 3 | 1 | 3 | 1 | 2 | 1 | 2 | 1 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC402** | **DISASTER MANAGEMENT** | **L** | **T** | **P** | **C** |
| **Semester - IV** | **5** |  |  | **5** |

**Learning Objectives**

* **LO1:** To make the students to understand the disaster management techniques in
 community development.
* **LO2:** To find out the reasons for manmade disaster
* **LO3:** Acquiring knowledge on GIS to find out disaster

**Course Outcomes**

At the end of the course the students will be able to:

**CO1:** gain knowledge about the different types of disaster

**CO2:** differentiate between natural and manmade disaster

**CO3:** handle the disaster (Mitigation and rehabilitation process)

**Unit I: Introduction to Natural Disaster**

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**

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**

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:**

Role of IT in Disaster Preparedness - Remote Sensing, GIS and GPS - Modern Technologies for the Emergency communication.

**Unit V: Disaster Response and Management:**

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 -Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Text Books**

1. Jack Pinkowski, *Disaster Management – Hand Book*, CRC Press, Taylor and Francis Group, New York. 2008
2. Jefrey G Bumgarner *Emergency Management*: A reference Hand Book, Contemporary World Issues, Oxford, England. 2008
3. Jagbir Singh, *Disaster Management : Future Challenges and Opportunities*, I.K. 2010 International Publishing House Pvt. Limited, New Delhi
4. Vino K Sharma, *Disaster Management*, Meditech Publishers, New Delhi. 2013

**Supplementary Reading**

1. Singh R.B, *Natural Hazards and Disaster Management: Vulnerability and Mitigation,* Rawat Publications, New Delhi. 2013
2. Harsh K Guptha, *Disaster Management*, Universities Press, New Delhi. 2003

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 1 | 2 | 3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| **CO2** | 1 | 2 | 1 | 2 | 3 | 3 | 1 | 2 | 1 | 2 |
| **CO3** | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURC403** | **CASE STUDY & VILLAGE SURVEY** | **L** | **T** | **P** | **C** |
| **Semester - IV** |  |  | **10** | **5** |

**Learning Objectives**

* **LO1:** The main aim of the course is to educate the students to know about the case
 study
* **LO2:** To enable the student to conduct a case study with reference to a village.

### LO3: To provide the practical knowledge about the particular unit in the context of rural  development

**Course Outcomes**

After completion of this course, the students will be able to:

* CO1: be well versed in village survey
* CO2: get proficiency in case study
* CO3: get the job of enumerator

**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.

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 1 | 3 | 2 | 1 | 1 | 1 | 2 | 1 | 2 |
| **CO3** | 2 | 2 | 1 | 2 | 1 | 3 | 1 | 2 | 1 | 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURP404** | **PROJECT WORK** | **L** | **T** | **P** | **C** |
| **Semester - IV** |  |  | **8** | **5** |

**Learning Objectives**

* 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
* LO2: To get training on data collection

**Course Outcomes**

At the end of the course the students will be able to

* CO1: acquire skills to take up a project
* CO2: Expertise in a rural project
* CO3: capability to different techniques of projects

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.

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 1 |
| **CO3** | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURE206** | **RURAL INFRASTRUCTURAL RESOURCES’ DEVELOPMENT****(Elective - 1)** | **L** | **T** | **P** | **C** |
| **Semester - II** | **3** |  |  | **3** |

**Learning Objectives**

* To enable the students to understand the nature of infrastructural resources for Rural Development.

**Course Outcomes**

At the end of the course, the students will be able to :

* CO1: Present status of Rural Infrastructural Resources
* CO2: issues and difficulties in the maintenance of Rural Infrastructural Resources

**Unit I : Rural Infrastructure**

Meaning, Components -Importance of Rural infrastructure, Growth of Rural Infrastructure – Infrastructure Policy- Rural Infrastructure Development Fund (RIDF).

**Unit II: Rural Transportation**

Types and Structure - Road and Rail Co- ordination - Rural transportation problems - Various Schemes for Rural Transportation Development in India.

**Unit III: Social Infrastructure**

Concept -Components of Social Infrastructure, Education, Health, Drinking Water - Sanitations -Issues, problems and Remedies.

**Unit IV: Rural Communication and Information Communication Technology**

Need, Sources, technology and Rural Communication, Issues and problems - Government policies for rural Communication

**Unit V: Rural Energy**

Meaning and types - Sources of rural energy, Rural electrification Problems, Remedies and Programmes - Non-Renewable Energy.

**Text Books**

1. Dutt and Sundaram, *Indian Economy*, S.Chand Publications, New Delhi. 2013
2. Adinarayana Reddy et.al., *Rural Infrastructure Development,* Sonali Publications,
New Delhi. 2010
3. Vasant Desai, *Rural Development in India,* Himalaya Publishing House, Mumbai. 2012
4. Khanna, Sulbha, Rural Development,Sonali Publication, New Delhi. 2003
5. Sundaram, & I. Satya, Rural Development, Himalaya Publishing House, Mumbai. 2002

**Supplementary Reading**

1. Mishra S.K. and Puri V.K, *Economics of Development and Planning,* Himalaya Publishing House, Mumbai. 2012
2. Sukhadeo Thorat, Samita Sirohi, *Rural Infrastructure, Volume 4.* Mittal Publications,
New Delhi. 2013

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | l | 1 | 1 | 2 | 1 | 3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURE207** | **RURAL RESOURCES MANAGEMENT****(Departmental Elective –II)** | **L** | **T** | **P** | **C** |
| **Semester - II** | **3** |  |  | **3** |

**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

**Course Outcomes**

At the end of the course the students will be able to:

* CO1: obtain knowledge and skills on rural resource Management
* CO2: gain and apply the principles of rural resources management

**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 - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Text Books**

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.

**Supplementary Reading**

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,* Millan co.,of India,
New Delhi. 1976

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 3 | 2 |
| **CO2** | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURE306** | **NGOs VISIT AND OBSERVATION** | **L** | **T** | **P** | **C** |
| **Semester - III** | **3** |  |  | **3** |

**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

**Course Outcomes**

At the end of the course, the students will be able to :

* CO1: Ability to conduct NGO activities
* CO2: Able to work with the communities through NGOs

**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 - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

Text Books

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.

**Supplementary Reading**

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,* Millan co.,of India, New Delhi. 1976

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RURE307** | **VOLUNTARISM AND RURAL DEVELOPMENT****(Departmental Elective –II)** | **L** | **T** | **P** | **C** |
| **Semester – III** | **3** |  |  | **3** |

**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

**Course Outcomes**

At the end of the course, the students will be able to:

* CO1: capable to start and conduct NGO
* CO2: able to work with the communities

**Unit. I Concepts of Voluntarism**

Concepts of VOs and NGOs: types of NGOs and VOs- Organisational structure and function. Relationship between Vos /NGOs and the state – NGO – Panchayat interface. International NGOs- their objectives, structures, strategies and contributions

**Unit. II Formation, rules and regulations**

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

**Unit. III Funding of NGOs**

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.

**Unit. IV Corporate Sector and Rural Development**

Corporate Social Responsibility - Case Studies (Activities in different spheres: Education, Health, Agriculture and Service sectors).

**Unit. V Working with Communities**

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.

**Text Books**

1. Ganesh Babu K, *NGOs and Rural Government Programmes,* Discovery Publishing Pvt. New Delhi. 2012
2. Bose S.G.R, *NGOs and Rural Development: Theory and Practices,* Concept Publishing Company, New Delhi. 2008
3. Goel O.P, *Role of NGOs In Development of Social System*, Isha Books, New Delhi. 2004
4. Shah.P, *Voluntarism: Concept and Issues*, Sage Publications, New Delhi. 1992

**Supplementary Reading**

1. Elumali. R, *Rural Development and Management of Voluntary Organisations*, Vikas Publishing Co, New Delhi. 1993
2. Goel O.P, 204, *Strategic Management and policy issues of NGOs,* Isha Books,New Delhi.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 19RURX205 | **CORPORATE SOCIAL RESPONSBILITY IN RURAL DEVELOPMENT** | **L** | **T** | **P** | **C** |
| **Semester – II** | **3** |  |  | **3** |

**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

**Course Outcomes**

At the end of the course, the students will be able to:

* CO1: Role of corporate in Rural Development
* CO2: Able to take up the village visit and field work

**Unit I: Introduction**

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**

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.**

Role of Public Sector in Corporate- Government Programs and Voluntary Responsible Action - Role of Non profit &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**

Awareness Training- Life Skills- Self Employment Training- Capacity Building Process- Personality Development- Education- Vocational- Professional.

**Unit V: CSR for Health & Infrastructural Development**

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.

**Text Books**

1. Ravichandran K.S, *Corporate Social Responsibility – Emerging Opportunities And Challenges In India,* Lexis Nexis Publications, New Delhi. 2015
2. Sanjay K. Agarmal, *Corporate Social Responsibility in India,* SAGE Publications,
New Delhi. 2015
3. Baxi et.al., *Corporate Social Responsibility*, Vikas Publishing. New Delhi. 2015

**Supplementary Reading**

1. Goudman J, Corporate Social Responsibility, *World Business Council for Sustainable Development*, Washington. 2009
2. Subhasis Ray & Sivarajan.S, *Implementing Corporate Social Responsibility – Indian Perspectives*, Springer Publications, New Delhi. 2016

 **Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| **CO2** | 1 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 19RURX306 | **SWACHH BHARAT PROGRAMME: VILLAGE VISIT & OBSERVATION** | **L** | **T** | **P** | **C** |
| **Semester - IV** | **3** |  |  | **3** |

**Learning Objectives**

* **LO1:** To understand the importance of Swachh Bharath Programme.
* **LO2:** To anlayse the objectives of Swachch Bharath Programme.
* **LO3:** To analyse the campaign for Swachch Bharath Programme.

**Course Outcomes**

At the end of the course, the students will be able to:

* CO1: participate in the programme for the sanitation development
* CO2: take up the village visit and field work

**Unit I: Introduction**

Swachh Bharat- Concept- Meaning – Background- Introduction- Indo- Nepal Swachh Project- Sanitation facilities-Village Cleanliness -safe and Adequate Drinking Water Supply- Nation Clean.

**Unit II: Swachh Bharat and Its Recent Scenario**

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 Bharat Campaign**

Swachh Bharat 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 Bharat and Rural Development**

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**

Practical and Field Visit- Demonstration- Making Model Swachh Bharat Villages-Integrated Sanitation Interactions with Village people on Open Defecation Free Village- Report Submission.

**Text Books**

1. Swachch Bharath Abhiyan (Gramin), *Ministry of Drinking Water and Sanitation,* Government of India, New Delhi
2. Swachch Bharath Abhiyan (Gramin), SLWM, *MHM & Gender Guidelines*, Ministry of Drinking Water and Sanitation, Government of India, New Delhi

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| **CO2** | 1 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 2 | 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19RVAC208** | **SUSTAINABLE RURAL LIVELIHOODS AND ADAPTATIONS TO CLIMATE CHANGE (SLACC)**  | **L** | **T** | **P** | **C** |
| **Semester - IV** | **3** |  |  | **3** |

**Learning Objectives**

* **LO1:** Understand climate change
* **LO2:** Adaptation for Sustainable rural livelihoods
* **LO3:** Earth Sciences and Natural Resources
* **LO4:** Climate Change and Adaptation Planning

**Course Outcomes**

At the end of the course, the students will be able to:

* CO1: work in Climate Change related Projects
* CO2: complete information on natural Resources

**Unit I: Sustainable Rural Livelihoods**

Concept of Sustainable Rural Livelihoods (SRL) –Objectives – Strategies –Issues-Natural Resources conservation and SRL – Sustainable Crop Production – Indigenous Animals Breeding – Health & Nutrition – Income generation.

**Unit II: Climate Change**

Climate Change – Components – Natural Resources Management(NRM) – Water Resources – Land Resources – Forest Conservation – Joint Forest Management (JFM) – Watershed Management – Eco-environmental Sustainability – Conservation of Local Water Bodies – Kudimaramathu System – Rainwater Harvesting – Indigenous Methods & Techniques.

**Unit III: Earth Sciences and Natural Resources**

Earth Sciences and Natural Resources – Water Table – Ground Water Recharging Structures – Natural Vegetation – Geospatial technology – GIS – Geo-informatics – Geo-morphology – ISRO and Rural Development – RESPOND Projects – Remote sensing – Resource Mapping – Types, Methods & Techniques.

**Unit IV: Adaptation Techniques**

Adaptation Techniques – Concepts – Weather Crop Advisory Services (WCAS) – Livestock Advisory – Vermicompost – Soil Resources Development – Tree Based Nursery & Cropping – Organic – fertilizers & Pesticides:- Production & Usage Zero Tillage – Direct Seeded Rice – Crop Intensification – Solar pumped Irrigation.

**Unit V: Climate Change and Adaptation Planning**

Climate Change Adaptation Planning – Technology & Knowledge Management – Village Tool Bank – Community Managed crop Production & Resource Conservation: Approaches and adaptation package – Exposure Visit and Observation - Applications and Present Trends- Thoughts- Ideas Sharing – Community based Initiatives- Results and Impact.

**Text Books**

1. Ajoy, *Environment and Biodiversity*, Mittal Publications. 2016
2. Gangopadhyay, *Plant Biodiversity,* Sage Publications. 2018
3. Regina et.al, *The Global Environment: Institutions, Law and Policy*, Sage Publications. 2019

**Supplementary Reading**

1. Dan Egan, [*The Death and Life of the Great Lakes*](https://www.goodreads.com/book/show/35187180)***,*** Texas: Barnes & Noble. 2019
2. Todd Miller, [*Storming the Wall*](https://www.indiebound.org/book/9780872867154)*: Climate Change, Migration and Homeland*

*Security,* Washington: Food and Environment Progra, 2019

1. Sumita Sarkar, *Globalization and Gender*, London: Longman

**Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| **CO2** | 1 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 2 | 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **19PSCI406** | **CONSTITUTION OF INDIA** | **L** | **T** | **P** | **C** |
| **Semester - V** | **3** |  |  | **3** |

**Learning Objectives**

* **LO 1:** To understand the basic features of Indian Constitution.
* **LO 2:** To grasp about the basic Rights & duties of Indian Citizenry
* **LO 3:** To ponder over the form of Indian Political System.
* **LO 4:** To have broad understanding about the pivotal provisions related with liberty, Equality
 and fraternity.

**Course Outcomes**

At the end of the course, the students will be able to:

* CO1: imbibed about the basic features of Indian Political System.
* CO2: enlighten with the rights & duties of Indian Citizens.
* CO3: understand the significance of rule of law.
* CO4: inculcated with basic liberties.

**Unit I: Introduction**

Meaning of the Constructional law and Constitutionalism – Historical Perspective of the Constitution of India – Salient features Characteristics of the Constitution of India

**Unit II: Rights and Duties**

Scheme of the Fundamental Rights – The scheme of the Fundamental Duties and its legal status – The Directive Principles of State Policy-Its importance and implementation

**Unit III: Centre State Relationship**

Federal Structure and distribution of legislative and financial powers between the union and the states- Parliamentary form of Government in India – The Constitution powers and status of the president of India.

**Unit IV: Amendments and Provisions**

The Historical perspectives of the constitutional amendments in India – Emergency Provision: National Emergency, President Rule. Financial Emergency

**Unit V: Institutions**

Judiciary –Judiciary Activism – Amending Procedures- Recent Trends –Rights to Information- Lokpal and LokAyukta

**Text Books**

1. Bipan Chandra, Mridula Mukherjee, Adility Makherjee, *India after Independence
1947-2000,* Penguin Publishers, New Delhi. 2016
2. Durga Das Basu, *Introduction to the Constitution of India*,Prentice Hall, New Delhi. 2018.
3. Jogendra Yadav, *Transforming India: Dynamics of Democracy,* Oxford University Press New Delhi. 2000

**Supplementary Reading**

1. *The Constitution of India 1950 (Bare Act),* Government Publications.

2. Busi S.N Ambedkar B.R, *Framing of Indian Constitution,* 2015

3. Jain M.P., *Indian Constitution Law,* Lexis Nexis, 2014

4. Paul R.Brass, *The politics of India since Independence,* Cambridge University Press. 1999