

M.A. IN RURAL MANAGEMENT COURSE



Department of Lifelong Learning and Extension Rural Extension Centre Visva-Bharati, Sriniketan

Objective of the Course:

Rural Management has emerged as a distinct profession now a day. In the beginning of new millennium both the Governments, Civil Societies and Corporate houses are taking rural development as one of their prime organizational goal. With the changing scenario of world economy the idea of rural development has also being changed. It is no more an isolated philanthropic activity carried on by some charismatic individuals. It became more scientific and integrated as practice. The rural development is now become a multidisciplinary and multidimensional concept. As a separate discipline it encompasses all the knowledge of human activity related to social sciences, economics and natural science. The present course is aiming at the following objectives:

- Develop an understanding of rural development theories: Students will be introduced to various theoretical frameworks and concepts related to rural development, allowing them to comprehend the complexities of rural societies, economies, and environments.
- Acquire knowledge of rural governance and policies: The program aims to familiarize students with the policies, programs, and institutions governing rural areas at the local, regional, and national levels. This includes understanding the role of government and non-governmental organizations in rural development.
- Enhance managerial and leadership skills: Students will be equipped with essential management and leadership abilities, enabling them to effectively plan, implement, and evaluate development projects in rural contexts.
- Learn about sustainable rural development: Emphasis will be placed on sustainable practices and approaches to rural development, considering environmental, social, and economic factors to ensure long-term viability and well-being of rural communities.
- Analyze rural economies and livelihoods: Students will explore the economic dynamics of rural areas, studying various livelihood strategies, agricultural practices, and income-generation activities that are prevalent in rural communities.
- Understand rural social issues: The program will delve into the social challenges faced by rural populations, such as poverty, education, healthcare, gender issues, and cultural aspects, to foster a holistic understanding of rural development.
- Develop research and analytical skills: Students will learn research methodologies, data analysis techniques, and tools to conduct empirical studies and assess the impact of rural development interventions.
- Promote entrepreneurship and innovation in rural settings: The course will encourage the development of entrepreneurial mindsets, allowing students to identify and explore innovative solutions to rural problems, fostering self-employment and community development.
- Engage in fieldwork and practical experience: Students will have the opportunity to participate in fieldwork and internships, gaining hands-on experience and exposure to real-life rural development scenarios.

- Develop project management skills: The course will equip students with project planning, budgeting, and evaluation skills, essential for successful implementation of rural development initiatives.
- Foster networking and collaboration: Students will be encouraged to build professional networks and collaborate with organizations, policymakers, and stakeholders involved in rural development, opening avenues for future career opportunities.

Overall, an M.A. in Rural Management aims to produce competent professionals who can contribute positively to the sustainable development of rural areas, addressing challenges and promoting the well-being of rural communities.

Learning Outcome :

The learning outcomes of an M.A. in Rural Management are designed to equip students with the knowledge, skills, and competencies necessary to excel in the field of rural management. These outcomes may vary based on the specific curriculum and focus of the program, but generally, they include:

- Comprehensive Understanding: Develop a comprehensive understanding of the social, economic, political, and environmental factors that influence rural communities and their development.
- Analytical Skills: Acquire strong analytical skills to assess and evaluate rural development challenges and opportunities, and design effective strategies and interventions.
- Management and Leadership: Develop managerial and leadership capabilities to lead and coordinate rural development projects and initiatives efficiently.
- Policy Analysis: Gain expertise in analyzing rural development policies and governance structures, and assess their impact on rural communities.
- Sustainable Development: Understand and promote sustainable development practices in rural areas, taking into account environmental conservation and social equity.
- Research and Data Analysis: Master research methodologies and data analysis techniques to conduct empirical studies related to rural development.
- Entrepreneurship and Innovation: Foster an entrepreneurial mindset and the ability to identify and implement innovative solutions to rural development issues.
- Stakeholder Engagement: Learn to engage effectively with various stakeholders, including government agencies, NGOs, local communities, and private sector actors, for collaborative development efforts.
- Cross-Cultural Competence: Develop cross-cultural sensitivity and communication skills to work effectively in diverse rural settings.
- Project Planning and Implementation: Gain proficiency in planning, budgeting, and executing rural development projects, ensuring successful outcomes.
- Advocacy and Social Impact: Learn to advocate for the rights and needs of rural communities and create positive social impact through development initiatives.
- Field Experience: Engage in practical fieldwork and internships to apply theoretical knowledge in real-world rural development contexts.
- Ethical Considerations: Understand the ethical dilemmas involved in rural management and develop a sense of responsibility and integrity in decision-making.
- Monitoring and Evaluation: Learn to monitor and evaluate the effectiveness of rural development programs, making data-driven adjustments for continuous improvement.

- Communication and Presentation: Enhance communication and presentation skills to effectively convey ideas, results, and recommendations to diverse audiences.
- By achieving these learning outcomes, the students of an M.A. in Rural Management will be well-prepared to make significant contributions to rural development, address challenges, and promote sustainable and inclusive growth in rural communities.

General Instruction

1. The course of study leading to the M.A. Degree in Rural Management of Visva-Bharati shall be conducted by the Department of Lifelong Learning and Extension (Rural Extension Centre), Visva-Bharati, Sriniketan.

2. Visva-Bharati shall lay down from time to time such rules of admission, courses of study and the methods of examination etc. as may be deemed necessary for the maintenance of adequate standards of University education.

Duration of the Course

1. Two academic years including field work, project work, dissertation, industrial placement/internship.

2. The classes may be held both in Morning and day session depending on the availability of infrastructure and other resources of the institution.

Student Intake:

Total student intake is 30 (Reservation is as per Government rules).

Internship:

Each student will undergo four weeks Internship Training in any government/ non-government/ industrial/ rural organization. After the training the students will have to submit their Project Reports.

Total credits in Master's Programme = 80

Courses: 4 Papers with two groups/halves in each Semester. Total 24 Paper and 48 Groups Carrying 50 Marks each.

1 credit = 1 contact hours.

Course Content of Two Years (Four Semesters) M.A. in Rural Management

First Semester

Paper	Group and Module Name	Credits per week
Paper I	Group A: Rural Development & Management, Concept & Experiences	2
	Group B: Rural Development Plans and Programmes in India	2
Paper II	Group A: Rural Society and Population in India	2
	Group B: Principles and Practice of Rural Management	2
Paper III	Group A: Managerial Economics	2
	Group B: Quantitative Technique for Rural Management	2
Paper IV	Group A: Institution (G.O. & NGO) Visits (Practical)	4
	Group B: Socio-Economic Data Collection – Practical	4
Total Credits		20

Second Semester

Paper	Group and Module Name	Credits per week
Paper I	Group A: Indian Economy	2
	Group B: Qualitative Methods for Rural Management	2
Paper II	Group A: Rural Development Planning & Administration	2
	Group B: Environment, Climate Change and Disaster Management	2
Paper III	Group A: Agri-Business Management & Cooperation	2
	Group B: Entrepreneurship Development & Management	2
Paper IV	Group A: Qualitative Methods in Rural Management: Hands-on Training - Practical	4
	Group B: Dissertation of specific Socio-Economic Problems – Practical	4
Total Marks		20

Third Semester

Paper	Group and Module Name	Credits per week
Paper I	Group A: Social Sector Development & Management	2
	Group B: Rural Women & Child Development and management	2
Paper II	Group A: Organisational Behaviour	2
	Group B: Natural Resource Management	2
Paper III	Group A: Project Management (Planning and Operation)	2
	Group B: Human Resource & Rural Livelihood Management	2
Paper IV	Group A: Evaluation of Government and/or Non-Government Project/Scheme - Practical	4
	Group B: Community Engagement and Action Research – Practical	4

Total Marks	20
--------------------	-----------

Fourth Semester

Paper	Group and Module Name	Credits per week
Paper I	Group A: Rural Financial Service, Corporate Finance & Micro Finance	2
	Group B: Rural Marketing Management	2
Paper II	Group A: NGO Management and Corporate Social Responsibility	2
	Group B: Human Rights, Social Justice & Management	2
Paper III	Group A: Forest and Tribal Livelihood Management	2
	Group B: Communication for Development	2
Paper IV	Group A: Development Planning – Practical	4
	Group B: Placement/Internship / Institutional Visit - Practical	4
Total Marks		20

Semester Wise Course Design

Semester	No. of Groups	Marks	Credits
1	8	400 (50x8)	20
2	8	400 (50x8)	20
3	8	400 (50x8)	20
4	8	400 (50x8)	20
Total	32	1600	80

SEMESTER - I

Sem – I: Paper I :Group A: Rural Development and Management, Concept & Experiences [2 Credits]

Course Objectives:

To learn about Rural Development Concepts, Objectives and Indicators; Rural Development Strategies; Theories of Rural Development; Sustainable Rural Development; Rural Development Experiences.

Learning Outcomes:

Able to develop the concept, indicators, and strategies of rural development; Familiarizing the theories and concepts on Rural Development and Management; Able to explain various rural development initiatives during the pre-independence and post- Independence periods;. Gain insight into the rural development experiences.

Course Content:

1. Rural Development & Management: Conceptual framework, Nature, Scope, Objectives, and Importance.
2. Components, Approaches and Policies of Rural Development.
3. Problems and Strategies of Rural Development in India.
4. Concept of Sustainable Development & Management: Millennium Development Goals, Sustainable Development Goals.
5. Pre & Post Independence Experiments of Rural Development and Tagore's Philosophy on Rural Reconstruction.
6. Rural Development, Rural Economy and People's Participation.

Suggested Readings:

1. Chakravarty, Sukhamoy, (1987), "Development Planning: The Indian Experience", Clarendon Press, Oxford. Dwivedi, Rishi Moni, (2005) "Poverty and Development Programmes in India", New Century Publications, New Delhi.
2. Jalihal, K.A. and Shivamurthy, M., (2003), "Pragmatic Rural Development for Poverty Alleviation: A Pioneering Paradigm", Concept Publishing Company, New Delhi.
3. Karalay, G.N. (2005), "Integrated Approach to Rural Development: Policies, Programmes and Strategies", Concept Publishing Company, New Delhi.
4. Misra, S.N. (1984), "Rural Development Planning- Design and Method", Satvahan Publications, New Delhi.
5. Mondy, R. Wayne, Robert Holmes and Edwin Flippo, (1983), "Management: Concepts and Practices", 2nd ed., Allyn and Bacon Inc. Boston.

6. Paul, S.K. (2015), “Rural Development Concept and Recent Approaches”. Concept Publishing Company, New Delhi.
7. Satapathy, Nityananda, (1998), “Sustainable Development (An alternative Paradigm)”, Karnavati Publications, Ahmedabad.
8. Singh, Katar. (2009), “Rural Development: Principles, Policies and Management”, SAGE Publication India Pvt. Ltd., New Delhi.

Sem – I: Paper – I: Group B: Rural Development Plans and Programmes in India
[2 credits]

Course Objectives:

- Understand the concept and significance of rural development in the context of India.
- Explore the historical background and evolution of rural development plans and programs in India.
- Analyze the challenges and opportunities associated with rural development in India.
- Explore the different approaches and strategies adopted in rural development planning and implementation.
- Examine the policies and programs implemented by the government at national, state, and local levels for rural development.
- Evaluate the effectiveness of different rural development schemes and initiatives.

Learning Outcomes:

By the end of the course, students will be equipped with theoretical and practical knowledge about rural development plans and programs in India. They will be able to analyze, design, and implement effective strategies for sustainable rural development to address poverty, and inequality, and improve the overall quality of life in rural areas.

Course Content:

1. Phases of Rural Development in India
2. Rural Development Approaches in Pre Independence periods: Namely- Martandam
3. Experiments: Sriniketan, Gurgaon, Gandhiji’s Gram Swaraj, Bhoodan and Gramdan and other important experiments.
4. Post-Independence: Different Approaches taken by the Government of India for Rural Development
5. Rural Development Programmes in India
6. Rural Development and Five Year Plan

Suggested reading:

1. Rural Development : Principles, Policies and Management – by Karter Sign
2. Rural Development in India : Strategies and Processes – by G Sreedhar and D Rajasekhar
3. Rural Development – by C R Kothari

4. Rabindranath Tagore on Rural reconstruction – by Sudhir Sen
5. Rural Development : Putting the Last First – by Robert Chambers
6. Rural development: Concept and Recent Approaches – by A. Thomas William & A.J. Christopher
7. Development Studies by Jeffery Haynes

Sem – I: Paper II: Group A: Rural Society and Population in India

[2 credits]

Course Objectives:

- Understand the concept of rural society and its significance in the Indian context.
- Gain knowledge about the key characteristics, structure, and dynamics of rural society in India.
- Explore the demographic profile of rural areas, including population distribution, migration patterns, and age-gender composition.
- Analyze the social stratification and hierarchies prevalent in rural society, including caste, class, and gender-based inequalities.
- Examine the social institutions and organizations in rural society, such as families, caste panchayats, self-help groups, cooperatives, and community-based organizations (CBOs).
- Understand the social issues and challenges faced by rural communities, including poverty, illiteracy, health disparities, landlessness, and social exclusion.

Learning Outcomes:

By the end of the course, students will have a comprehensive understanding of rural society in India, its complexities, and the social issues it faces. They will also develop the ability to critically analyze and propose strategies to address these challenges, foster social development, and promote social justice in rural areas. Additionally, students will enhance their communication and collaboration skills through group discussions and presentations on rural societal issues.

Course Content:

1. Rural Society & Community: Difference between Rural and Urban Societies.
2. Rural Social Structure – Social Structure of a Village, Elements of Social Structure.
3. Social Stratification – Concept, Caste, Class Some Aspects of Social Mobility.
4. Social Institutions – Family, Marriage, Kinship, Religion and Education etc.
5. Rural Social Problems.
6. Social Control & Social Change.

Suggested Readings:

Agarwal, Amit, (2017), “Rural Society in India”, VivekPrakashan, New Delhi

Boudon, R.,(1997). “Education and Mobility: A Structural Model”. In J. Karabel, J & A.H. Halsey (eds.). Power and Ideology in Education. New York: OUP

Desai, A.R., (2019). Rural Sociology in India (5th ed.), SAGE Publications India Pvt. Ltd, New Delhi.

Dewey. 1976 Democracy and Education. New Delhi: Light and Life Publishers

Doshi, S.L. and Jain, P.C. (1999). Rural Sociology. Rawat Publication, New Delhi

Rao, C.N. Shankar, (2009). Sociology: Principles of Sociology with An Introduction to Social Thought, S. Chand & Company Ltd, New Delhi

Rao, M.S.A., (1967), "Education, stratification and social mobility". In Gore, Desai and Chitnis (eds.). Papers on the Sociology of Education in India. New Delhi: NCERT

Sen, Asoka Kumar, (2020). "The Making of a Village: The Dynamics of Adivasi Rural Life in India", Routledge, New Delhi.

Sem – I: Paper – II: Group B: Principles and Practice of Rural Management [2 Credits]

Course Objectives:

- To facilitate in recognizing the principles of management in rural business organizations
- To appraise on different functions of Management and Management styles.
- To provide insights on manpower planning, training and development and performance appraisal
- To appraise on motivation theories and leadership theories
- To explain about control systems and communication channels for effective rural business management

Learning Outcomes:

- At the end of the course, the students will be able to:
- Apply the principles of management
- Plan, organize, and take decisions in any organization
- Conduct manpower planning, carry out recruitment process, and plan training and development programs for an organization.
- Apply motivation theories for effective management of personnel
- Communicate effectively, review, provide feedback and take corrective actions

Course Content:

1. Introduction and Evolution of Management: Definition, scope of management, Roles of a manager, functional areas of management, Classical approach, Scientific Management, Behavioural and human relations approach, Management by objectives (MBO)
2. Different Schools of Thought: Classical School-contributions of Taylor and Henri Fayol; Neo-classical School-Human Relations approach and Behavioural Science Approach; Modern School; System approach and Contingency approach, Participative Management
3. Planning and Organising: Planning-nature, types, steps in the planning process and limitations of planning, Organising-meaning, process, organisation structure,

Centralisation and decentralisation, Departmentalisation, Span of management, Concept of authority, responsibility and accountability, Delegation.

4. Staffing, Directing and Controlling: Staffing-Concept, need, human resource planning, recruitment and selection, Directing-Concept, need and principles of directing, Controlling Steps in control process, Types of control methods, Techniques of controlling
5. Managing Organizations: Vision, Mission, Objective, Goal, Strategic Planning and Action; different organization models
6. Business Ethics: Concept of Business Ethics, Ethics in Management, Ethical Decision Making, Ethics at Workplace,

Suggested Readings:

1. Pany Tushar K: Management Principles and Application, Kalyani
2. Prasad, L.M. :Principles and Practice of Management, Sultan Chand
3. Sharma Gupta: Management: Principles and Application, Kalyani Publishers
4. Jhunjhunwala J, Mohanty:Management Principles and Applications, Himalaya Publishing House
5. Gupta R.N - Principles & Practice of Management – S. Chand
6. A K Jha :Management Principles and Application - Vrinda Publications (P) Ltd.
7. Chandan J.S : Management Concepts of Strategy – Vikash Publication
8. B.P. Singh and A.K.Singh: Essentials of Management, Excel Books
9. K Aswathappa, J Usha Rani, SunandaGundaVajhala: Business Ethics:Himalayala Publishing house; First edition 2017.
10. Dr. S SKhanka :Business Ethics and Corporate Governance, S Chand and Company Pvt Ltd; First edition 2014.

Sem – I: Paper III :Group A: Managerial Economics

[2 Credits]

Course Objectives:

Understand the fundamental concepts and principles of managerial economics, including supply and demand analysis, marginal analysis, and cost analysis.

Explore the theories and techniques of demand forecasting and market research.

Analyze the pricing strategies and their implications on business profitability and market competitiveness.

Study the concepts of production and cost analysis, including economies of scale, cost curves, and production functions.

Understand the role of government policies and regulations in business decision- making, including their impact on market competition and industry dynamics.

Learning Outcomes:

By the end of the course, students will have a strong foundation in managerial economics, enabling them to apply economic principles and tools to make informed business decisions, optimize resource allocation, analyze market dynamics, and effectively respond to changes in the

business environment. They will enhance their critical thinking, problem-solving, and analytical skills, which are essential for managerial roles in various sectors of the economy.

Course Content:

1. Introduction: Evolution, Nature, Scope and Significance, Circular Flow in an Economy Micro and Macro Economics.
2. Market Forces : (a) Demand Analysis: Theory of demand; determinants of demand; The elasticity of demand and its measurement methods; (b) Supply Analysis: The objective of supply analysis; Determinants of supply, Elasticity of Supply.
3. Theory of Production and Cost Analysis: Production Functions and its Managerial Uses; Different types of Production Functions, Cost; short-run and Long-run cost curves; Economies and Diseconomies of scale.
4. Organization of Firms : Pricing Decision: Characteristics of different Market Structures; Perfect and Imperfect (Monopoly, Duopoly, Monopolistic Competition, Oligopoly Markets); Pricing Policies and Strategies
5. Macroeconomic Theories of Production, Consumption; Classical, Neo-Classical and Keynesian Theory; Welfare Economics; Pareto Optimality Conditions; Social Welfare Function.
6. Circular Flow of Income

Suggested Readings:

1. Dominick Salvatore (1992): Microeconomic Theory, Schaum's Outline Series.
2. Trefor Jones (2004). Business Economics and Managerial Decision Making, Wiley.
3. Principles of Managerial Economics. Saylor Foundation. 2016.
4. Beg, M. A. (2010). Managerial Economics. Ane Books Pvt Ltd. ISBN 978-93-80156-92-7.
5. Thomas J. Webster (2003). Managerial Economics: Theory and Practice, Academic Press.
6. W. B. Allen, Managerial Economics Theory, Applications, and Cases, 7th Edition. Norton.
7. Yogesh Maheswari, Managerial Economics, Phi Learning, New Delhi, 2005
8. Gupta G.S. Moyer & Harris. Managerial Economics, Tata McGraw-Hill, New Delhi
9. Geetika, Ghosh & Choudhury. Managerial Economics, Cengage Learning, New Delhi, 2005
10. Managerial Economics, Tata McGraw-Hill, New Delhi, 2011
11. Mote V.L., Samuel Paul and G.S. Gupta, Managerial Economics Concepts and Cases, Tata
12. McGraw Hill Publishing Company Ltd., New Delhi, 2001

Sem – I: Paper III: Group B: Quantitative Techniques for Rural Management

[2 Credits]

Course Objectives:

Develop a strong foundation in quantitative methods and tools relevant to rural management. Understand the application of statistical techniques in analyzing and interpreting data related to rural development and management.

Develop skills to analyze and interpret data using statistical software, spreadsheets, and other relevant tools.

Understand the concepts and methods of data collection and sampling for research and analysis in rural management.

Develop the ability to present and communicate quantitative findings and solutions effectively to diverse stakeholders in the rural management field.

Learning Outcomes:

By the end of the course, students will have the necessary knowledge and skills to utilize quantitative techniques and tools effectively in analyzing data, making informed decisions, and solving problems in the context of rural management. They will be equipped with the ability to apply statistical methods, mathematical models, and other quantitative approaches to address challenges in rural development, and accurately interpret and communicate numerical information. Additionally, students will enhance their analytical and critical-thinking abilities, enabling them to contribute effectively to evidence-based decision-making and planning in rural management.

Course Content

1. Basic Concept of Statistics & Data
2. Frequency Distribution & Measurement of Central Tendency
3. Measures of Dispersion, Gini's Mean Difference, Gini's Coefficient, Coefficient of Variance
4. Correlation & Regression
5. Sampling Methods
6. Social Science Research

Suggested reading:

1. Statistical Methods (Vol. 1 & 2) – by N G Das
2. Fundamentals of Statistics (Vol. 1 & 2) – by Gun, Gupta & Dasgupta
3. Tests, Measurements and Research Methods in Behavioral Science – by A K Singh
4. Scientific Social Survey and Research – by P V Young
5. Research Methods in Social Science - by S.P. Singh

Sem -I: Paper IV: Group A: Institutions (GO & NGO) Visits [Practical]

[4 Credits]

- Practical Application of Concepts: Visiting government and non-government organizations allows students to witness the practical application of concepts they learn in their academic studies. This first-hand experience bridges the gap between theoretical knowledge and real-world scenarios, enhancing their understanding and retention of information.
- Experiential Learning: Such visits offer students an experiential learning opportunity that goes beyond textbooks and classroom lectures. Interacting with professionals, observing operations, and seeing how policies are implemented can provide deeper insights and a more holistic understanding of various industries and sectors.
- Career Insight and Networking: Government and non-government organizations encompass a wide range of sectors, from healthcare and environment to technology and social services. By visiting these organizations, students can gain valuable

insights into potential career paths. Additionally, they can establish connections with professionals, which might prove beneficial for internships, job placements, or mentorship in the future.

- **Awareness of Socio-Political Realities:** Government organizations play a vital role in shaping policies, governance, and public services. By visiting such institutions, students can better comprehend the intricacies of socio-political systems, the challenges faced by administrators, and the impact of policies on the public. This helps in fostering responsible citizenship and informed decision-making.
- **Inspiration and Motivation:** Seeing the inner workings of successful organizations, whether governmental or non-governmental, can inspire and motivate students to strive for excellence. Witnessing the positive contributions of these organizations towards society can ignite a sense of social responsibility and encourage students to actively participate in community development and advocacy efforts.
- **Incorporating visits to both government and non-government organizations into students' educational experiences** can provide a well-rounded perspective on various industries, while simultaneously fostering personal and professional growth.

The students have to regularly visit as per the direction of the Department and deposit reports of their visits on a regular basis. Semester examinations will be conducted on the basis of their reports, viva-voce and presentations.

Sem – I: Paper IV: Group – B: Socio-Economic Data Collection [Practical]

[4 Credits]

- **Local Needs Assessment:** Collecting socio-economic data enables students to understand the specific needs and challenges faced by rural communities. This information helps in identifying gaps in essential services such as healthcare, education, infrastructure, and employment, allowing for more targeted and effective interventions.
- **Informed Decision-Making:** Socio-economic data empowers students and local stakeholders to make informed decisions. By analyzing the data, students can identify trends, disparities, and areas of improvement. This aids in devising strategies for sustainable development and resource allocation that cater to the actual needs of the community.
- **Advocacy and Policy Influence:** Accurate data collected by students can serve as evidence to advocate for better policies and resources for rural areas. When armed with reliable data, students can engage with government officials, NGOs, and other stakeholders to push for initiatives that address the socio-economic challenges faced by rural communities.
- **Community Empowerment:** Involving students in data collection fosters a sense of ownership and empowerment within the community. When local residents see students taking an active interest in their well-being, it encourages them to participate in discussions and initiatives aimed at improving their own living conditions.

- Educational Enrichment: Engaging in data collection provides students with practical experience in research, data analysis, and community engagement. These skills are valuable for their personal and academic growth. Moreover, involving students in real-world projects strengthens their understanding of social dynamics and cultivates a sense of responsibility toward society.
- Socio-economic data collection in rural areas by students not only serves as a valuable learning experience but also contributes significantly to community development and the creation of sustainable solutions tailored to the unique challenges faced by these areas.

The socio-economic data collection from the villages on a regular basis is a practical course and students have to visit, collect and analyse the socio-economic data from the selected villages as set out by the department and will present their reports and analysis on the day of examination.

Second Semester

Sem – II: Paper I: Group – A: Indian Economy

[2 credits]

Course Objectives:

This course seeks to enable the student to grasp the major economic problems in India and their solution. It also seeks to provide an understanding of modern tools of macro- economic analysis and policy framework.

Course Outcome:

- On completion of the course students will be able to:
- Develop ideas of the basic characteristics of Indian economy, its potential on natural resources.
- Understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development.
- Grasp the importance of planning undertaken by the government of India, have knowledge on the various objectives, failures and achievements as the foundation of the ongoing planning and economic reforms taken by the government.
- Understand agriculture as the foundation of economic growth and development, analyse the progress and changing nature of agricultural sector and its contribution to the economy as a whole.
- Not only be aware of the economy as a whole, they would understand the basic features of Mizoram's economy, sources of revenue, how the state government finance its programmes and projects.

Course Content:

1. Basic Issues and features of Indian Economy Concept and Measures of Development and Underdevelopment;
2. Human Development; Composition of national income and occupational structure.
3. Policy Regimes a. The evolution of planning and import-substituting industrialization. b. Economic Reforms since 1991. c. Monetary and Fiscal policies with their implications on economy.
4. Obstacle to Economic Growth in comparison to international scenario
5. Growth, Development and Structural Change a. The experience of Growth, Development and Structural Change in different phases of growth and policy regimes across sectors and regions. b. Growth and Distribution; Unemployment and Poverty; Human Development; Environmental concerns. c. Demographic Constraints: Interaction between population change and economic development.
6. Sectoral Trends and Issues a. Agriculture Sector: Factors influencing productivity and growth; the role of technology and institutions; price policy, the public distribution system and food security. b. Industrial Sector: Phases of Industrialisation – the rate and pattern of industrial growth in India.

Suggested Readings:

1. Mishra and Puri, Indian Economy, Himalaya Publishing House
2. IC Dhirga, Indian Economics, Sultan Chand & Sons
3. Gaurav Dutta and KPM Sundaram, Indian Economy, S. Chand & Company.
4. Uma Kapila (ed), "Indian Economy Since Independence", Relevant Articles.
5. Bhagwati, J. and Desai, P. India: Planning for industrialization, OUP, Ch 2.
6. Patnaik, Prabhat. Some Indian Debates on Planning. T. J. Byres (ed.). The Indian Economy: Major Debates since Independence, OUP.

Sem – II: Paper – I: Group B: Qualitative Methods for Rural Management

[2 Credits]

Course Objectives:

- Develop an understanding of the principles and concepts underlying qualitative research methods in the context of rural management.
- Explore different qualitative research techniques, such as interviews, focus group discussions, case studies, and observations, relevant to rural management.
- Gain proficiency in collecting and analyzing qualitative data to uncover insights and understand the perspectives and experiences of rural communities.
- Develop skills in critically evaluating and assessing the quality and validity of qualitative research studies related to rural management.
- Learn to effectively communicate and present qualitative research findings to diverse stakeholders in the field of rural management.
- Understand the integration of qualitative data with quantitative information for a comprehensive understanding of rural management issues.

Learning Outcomes:

By the end of the course, students will have a strong foundation in qualitative research methods and techniques applicable to rural management. They will be able to design, conduct, and analyze qualitative research studies to gain insights into the social, cultural, and economic dimensions of rural communities. Additionally, students will enhance their critical thinking and analytical skills, enabling them to make informed decisions and recommendations based on qualitative data. They will be equipped to contribute effectively to research and applied projects in rural management, addressing the complexities and challenges faced by rural communities.

Course Content

1. Understanding Qualitative data collection; Basic principles of qualitative research
2. Qualitative methodologies & rationale: Focus groups Vs Depth interviews; ethnographic processes; Variations in group settings: traditional, conflict, specialist, parallel, clinics; Participatory Research; Case Studies and Observation studies
3. Selection of qualitative Vs quantitative methodology; rationale & sampling rationale
4. Qualitative data collection process
5. Fusion of qualitative & quantitative data and inferences
6. Limitations of qualitative data collection

Suggested Readings:

1. Auerbach, C. F., & Silverstein, L.B. (2003). Qualitative data: An introduction to coding and analysis. NY: NYU Press.
2. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). Handbook of qualitative research (2nd ed.). Thousand Oaks, CA: Sage.
3. Flick, U. (1998). An introduction to qualitative research. Thousand Oaks, CA: Sage.
4. Hill, C. E., Thompson, B. J., & Williams, E. N. (1997). A guide to conducting consensual qualitative research. *The counselling psychologist*, 25, 517 – 557
5. Strauss, A. & Corbin, J. (1998). Basics of qualitative research: Techniques and procedures for developing grounded theory. Thousand Oaks, CA: Sage.

Sem – II: Paper II: Group- A: Rural Development Planning and Administration**[2 Credits]****Course Objectives:**

- Develop an understanding of the concepts, theories, and principles of rural development planning and administration.
- Gain knowledge about the institutional frameworks and mechanisms involved in rural development planning and administration in different contexts.
- Understand the role of various stakeholders, including government agencies, non-governmental organizations, and community-based organizations, in rural development planning and administration.
- Explore the process of formulating and implementing rural development plans and programs, considering socio-economic, cultural, and environmental factors.
- Develop practical skills in analyzing and evaluating rural development programs, monitoring their progress, and assessing their impact on rural communities.

Learning Outcomes:

By the end of the course, students will possess a comprehensive understanding of rural development planning and administration. They will be equipped with the knowledge and skills necessary to design, implement, and evaluate effective rural development programs. Additionally, students will have a deep understanding of the challenges and opportunities related to rural development planning and administration, enabling them to contribute to sustainable and inclusive rural development efforts.

Course Content:

1. Rural Planning: Concept, Role, Importance and Scope for Rural Development
2. Centralized and Decentralized Planning, Top-Down and Bottom-Up Approach.
3. Multi-level Planning: Different levels of Planning, Importance of Five Year Plans for the development of India after Independence, Function of Planning Commission and NITI Aayog.
4. Decentralization: Concept, Theory, Evolution of Decentralized planning in India, 73rd and 74th Constitutional Amendment Acts,
5. Panchayati Raj Institution: Evolution, Concept, Structure of PRIs, Role and Responsibility of PRIs.

6. Participatory Decentralized Planning: Concept, role and importance, Method of Participatory Planning

Suggested Readings:

1. Chaudhary, S.N, (2004), “Dalit and Tribal Leadership in Panchayats” Concept Publishing Company Pvt.Ltd, New Delhi.
2. Ghosh, Buddhadeb, (2000), “Status of Panchayati Raj in the States and Union Territories”, Indian Institute of Social Science.
3. Joshi R.P. (1999), “Constitutionalization of Panchayati Raj: A Reassessment”, Rawat Publications, JawaharNagar, Jaipur- 4 (India).
4. Paul, S.K. (2018), “Strengthening Decentralization through PRIs and SHGs”. Concept Publishing Company, New Delhi.
5. Sikligar, P.C. (2020), “Panchayati Raj and Rural Development: Policy, Practice and Implications”, Blue Rose Publishers, Delhi.
6. Singh, Rakesh Kumar and Dhar, Souvik, (2022). Local Self Government Including Panchayati Administration. Lexworth-Gogia Law Agency
7. Thakur, Mini, (2010) “Women Empowerment through Panchayati Raj Institutions”. Concept Publishing Company Pvt.Ltd, New Delhi.

Sem – II: Paper – IIGroup B: Environment, Climate Change and Disaster Management Course

[2 Credits]

Course Objectives:

- Develop an understanding of the interrelationship between the environment, climate change, and disaster management.
- Explore the key concepts, principles, and frameworks related to environmental conservation, climate change adaptation, and disaster risk reduction.
- Gain knowledge about the impact of climate change on ecosystems, human communities, and vulnerable populations.
- Understand the strategies and approaches for mitigating and adapting to climate change, including sustainable development practices and resilience-building measures.
- Develop skills for assessing and managing disaster risks, including early warning systems, disaster response planning, and post-disaster recovery and reconstruction.

Learning Outcomes:

By the end of the course, students will acquire a comprehensive understanding of the crucial linkages between the environment, climate change, and disaster management. They will be equipped with the knowledge and skills necessary to contribute to sustainable and resilient development and to address the challenges posed by climate change and natural disasters. Additionally, students will gain the ability to analyze and evaluate environmental and climate-related issues, propose effective strategies for climate change adaptation and disaster risk reduction, and contribute to policy-making and decision-making processes in the field of environmental and disaster management.

Course Content:

1. Environment and Ecology: Concept of Environment and Ecology, Components of Environment, Crisis of Environment, Environmental Ethics, Environment and Human Rights, Environment Management, Environment Policies, Environmental Globalization
2. Bio-diversity and its Management: Diversities and its Values, World Zones, Richness, in India's Biodiversity, Hotspots of Biodiversity, National Biodiversity Act, Threats in Bio Diversity
3. Natural Disaster Management: Definition of Vulnerability, Hazards in Disasters and their inter relationship, Vulnerable Groups, Types of Disaster Scenario, Indian Disaster Scenario
4. Understanding Scientific Issues: Atmospheric Gas Composition, Natural Hazards, GHG/Trace Gasses, Global Warming, Deforestation, Climate Change and its Impact, Case Studies on Various Recent Disasters in India, Land Slide, Cyclone, Tsunami, Snow, Avalanche, Flood, Fire, Drought, Industrial Accident, Chemical Emergency, Avian Influenza
5. Community Based Disaster Risk Management (CBDRM): Steps, Awareness Generation, PLA, Taskforce Formation, TF Activation, Mock Drill, Disaster Mitigation- Role of Different Stake Holders
6. Energy Resource Management: Energy and Environment, Energy as Resource, Different Sources, Conventional and Non Conventional Energy, Energy and Fuel, Future use of Energy, Brief about Technologies of Non-conventional energy use

Selected Readings:

1. Saxsena H.M. (2011) Environmental Geography, Second Edition, Rawat Publication,
2. Turk .J. (1985), Introduction to Environmental Studies, CBS College Publishers, Chicago
3. Sharma R.C. (1986) Environmental Education, Metropolitan Book Company Pvt. Ltd., New Delhi
4. Roy. D. (1998) Environmental Management in India, APH Publication House, New Delhi
5. SapruR.K.(1987) Environmental Management, APH Publishing House, New Delhi

Sem – II: Paper IIIGroup A: Agri-business and Cooperative Management

[2 Credits]

Course Objectives:

- Develop an understanding of the principles and concepts of agri-business management, including marketing, finance, supply chain management, and strategic planning.
- Gain knowledge about the unique challenges and opportunities in the agricultural sector and how they impact agri-business operations and management.
- Develop practical skills in agri-business planning, feasibility analysis, market research, and financial management, specifically tailored to the agricultural sector and cooperative enterprises.
- Explore the role of cooperatives in the agricultural sector, including their structure, governance, and cooperative principles.
- Understand the principles and practices of cooperative management, including membership engagement, decision-making processes, and cooperative development.
- Selected case studies of Agri-Business and Cooperatives in India.

Learning Outcomes:

By the end of the course, students will have a comprehensive understanding of agri-business management and cooperative principles, with a specific focus on the agricultural sector. They will be equipped with the knowledge and skills necessary to effectively manage agri-businesses and cooperatives, navigate the challenges and opportunities in the agricultural industry, and contribute to the sustainable development of rural communities. Moreover, students will develop critical thinking, analytical, and decision-making skills, enabling them to identify and tackle issues related to agri-business management and cooperative development in a dynamic and competitive environment.

Course Content:

1. Agricultural business management, forms of business organization, production relationships

Structure of Agriculture - Linkages among sub-sectors of the Agribusiness sector; economic reforms and Indian agriculture; impact of liberalization, privatization and globalization on Agri business sector.

2. Farm Management: Concept, Scope and relation with other sciences, Farm Management Decisions (strategic, operational and administrative), Organization of resources, Farm Labour Management
3. Agribusiness Plan and policies- concept and formulation; and new dimensions in Agribusiness environment and policy; Agricultural price and marketing policies; public distribution system and other policies
4. Principles of cooperation, Types of Cooperatives, process of cooperative formation, cooperative legislation, governance in agribusiness cooperatives, management of cooperatives, overview of agribusiness cooperatives
5. Tagore's Cooperative Principles and Experiments

Suggested Readings:

1. Tagore R. N. The Cooperative Principle. 1963. Visva-Bharati
2. Krishnamacharyulu C & Ramakrishnan L. 2002. Rural Marketing. Pearson Edu.

3. Ramaswamy VS & Nanakumari S. 2006. Marketing Management. 3rd Ed. MacMillan Publ.
4. Singh AK & Pandey S. 2005. Rural Marketing. New Age.
5. Singh Sukhpal. 2004. Rural Marketing. Vikas Publ. House.
6. Acharya SS & Agarwal NL. 2004. Agricultural Marketing in India. 4th Ed. Oxford & IBH.
7. Kohls RL & Uhj JN. 2005. Marketing of Agricultural Products. 9th Ed. Prentice Hall.
8. Kotler P. 2002. Marketing Management – Analysis, Planning, Implementation and Control. Pearson Edu.
9. Krishnamacharyulu C & Ramakrishan L. 2002. Rural Marketing. Pearson Edu.
10. Ramaswamy VS & Nanakumari S. 2002. Marketing Management. 2nd Ed. Mac Millan India.
11. Acharya SS & Aggarwal NL. 2004. Agricultural Marketing in India. Oxford & IBH.
12. Johl SS & Kapoor TR. 1973. Fundamentals of Farm Business Management. Kalyani Publ.
13. Kahlon AS & Singh K. 1992. Economics of Farm Management in India. Allied Publ.
14. Panda SC. 2007. Farm Management & Agricultural Marketing. Kalyani Publ.
15. Akmat JS. 1978. New Dimensions of Cooperative Management. Himalaya Publ. House.
16. Ansari AA. 1990. Cooperative Management Patterns. Anmol Publ.
17. Sah AK. 1984. Professional Management for the Cooperatives. Vikas Publ. House.

Sem – II: Paper III: Group B: Entrepreneurship Development and Management

[2 Credits]

Course Objectives:

- Develop an entrepreneurial mindset: One of the primary objectives of an Entrepreneurship Development and Management course is to foster an entrepreneurial mindset among students. This involves cultivating skills such as creativity, innovation, risk-taking, and adaptability.
- Foster business planning and strategy: Another important objective of the course is to equip students with the knowledge and tools needed to create a comprehensive business plan. Students learn how to develop a strategic roadmap for their business idea, which includes conducting market research, analyzing competition, setting goals, formulating financial projections, and crafting marketing strategies.
- Enhance entrepreneurial skills: Entrepreneurship courses aim to enhance various skills necessary for managing a business successfully. These skills can range from communication and leadership to negotiation and problem-solving.
- Promote networking and collaboration: An important aspect of entrepreneurship is building a strong network of contacts and collaborators. The course objectives often include facilitating networking opportunities where students can interact with successful entrepreneurs, industry professionals, and investors.
- Instill ethical and socially responsible practices: Entrepreneurship courses now emphasize the importance of ethical and socially responsible practices in business. Students are encouraged to consider the impact of their ventures on society and the environment.

Learning Outcomes:

The learning outcomes of the course aim to equip students with the knowledge, skills, and mindset necessary to become successful entrepreneurs and make a positive impact in the entrepreneurial ecosystem.

Course Content:

- Entrepreneurship: Concept, Entrepreneurial traits, Capabilities of Entrepreneurs, Development of Women Entrepreneurs, Evolution of entrepreneurship in India
- Rural Entrepreneurship: Farm and Non-Farm sector. Role and Importance of Entrepreneur in economic growth. Factors affecting Entrepreneurial Growth and Management.
- Social Entrepreneurship: Concept, Genesis and Importance, Case Studies.
- Establishing Entrepreneurial system: Business Idea Generation, processing, Idea selection, Input Requirement, Marketing.
- Financial Institutions Rural Entrepreneurship Development Programs in India.
- Gender and Rural Entrepreneurship Development - Concept of SHGs and Their Formulation, Gradation, Loan System, and Role in Entrepreneurship Development.

Suggested Readings:

1. Gadgil, G.R., (1971), "The Industrial Evolution of India in Recent Times 1860-1939", Delhi: Oxford University Press, New Delhi.
2. Gyanmudra, (2013), "Development of Rural Women Entrepreneurship". Daya Publishing House, New Delhi.
3. Janani, S., Sujeetha, T.N., Asokhan, M. and Priyadarshini. (2017) "A Text Book on Entrepreneurship Development and Management in Extension", Write and Print Publications, New Delhi.
4. Joshi, Arun, Lala Shri Ram, A Study in Entrepreneurship and Industrial Management, New Delhi: Orient Longman, 1975
5. Lamb, Helen, B., "The Rise of Indian Business Communities", Pacific Affairs, Vol. XXIII, No. 2, June 1955, pp98-126.
6. Paul, S. K., (2015), "Strengthening Decentralization Through and PRIs and SHGs", Concept Publishing Company Pvt. Ltd, New Delhi.
7. Paul, S.K. (2016), "Empowerment of Tribal Women through Self-Help Group", Arpan Publication, New Delhi.
8. Singal, R.K. (2013) "Entrepreneurship Development and Management". S K Kataria and Sons, New Delhi.

Sem – II: Paper IV: Group A: Qualitative Methods in Rural Management: Hands-on Training [Practical]

[4 Credits]

- Qualitative methods in rural management offer students a valuable hands-on training experience that goes beyond quantitative data and numbers. These methods focus on understanding the human and social aspects of rural communities, providing insights that are crucial for effective management and development strategies. Here's why hands-on training in qualitative methods is beneficial:
- **Holistic Understanding of Rural Realities:** Qualitative methods allow students to immerse themselves in the lives and perspectives of rural residents. By conducting interviews, focus groups, and observations, students can capture the nuances of local culture, traditions, and social dynamics. This deeper understanding is essential for formulating strategies that resonate with the community's values and aspirations.
- **Contextual Insights:** Rural areas often have intricate socio-cultural contexts that influence decision-making and development. Qualitative methods enable students to uncover hidden drivers and barriers that might not be captured through quantitative data alone. These insights are crucial for tailoring management approaches to fit the specific needs of each community.
- **Community Participation and Trust Building:** Hands-on training in qualitative methods involves direct interaction with community members. This engagement fosters trust and establishes a two-way communication channel between students and the rural population. Such interactions are the foundation for successful management initiatives, as they ensure that solutions are co-created with the community rather than imposed on them.
- **Skill Development:** Training in qualitative methods equips students with valuable skills such as effective communication, active listening, empathy, and cultural sensitivity. These skills are not only beneficial for rural management but also have broader applications in various professional and personal contexts.
- **Policy and Program Development:** Qualitative data collected by students can inform the development of policies and programs that are contextually relevant. By understanding the perspectives of rural residents, students can advocate for changes that align with the community's aspirations, resulting in more sustainable and effective outcomes.
- **Personal Growth and Empathy:** Engaging directly with rural communities fosters personal growth among students. It expands their worldview, challenges assumptions, and encourages empathy. These qualities are essential for any effective manager or leader.
- **Incorporating hands-on training in qualitative methods into rural management education enhances students' abilities to navigate the complex challenges of rural development. It equips them with a well-rounded skill set that combines technical knowledge with interpersonal skills, ultimately contributing to more inclusive and impactful management practices.**

Students have to visit rural areas to collect qualitative information by applying proper rural development methodologies and present the same as per the direction of the

department. This is a practical paper and examination will be conducted on the basis of the students reports and practical assessments.

**Sem – II: Paper – IV: Group B: Dissertation of specific Socio-Economic Problems
[Practical]**

[4 Credits]

- **Course Objectives:** The course objectives in the study of the Dissertation of specific Socio-Economic Problems are to gain a comprehensive understanding of the socio-economic challenges faced by different communities, develop critical thinking skills in analyzing and evaluating such problems, and propose viable solutions based on scholarly research. The learning outcomes aim to equip students with the ability to identify and define specific socio-economic problems, conduct independent research using relevant resources, assess the impact of these problems on communities and society at large, and effectively communicate their findings through well-structured dissertations.
- **Learning Outcomes:** A dissertation on specific socio-economic problems aims to delve into the intricate relationship between social issues and economic factors, analyzing their impact on various aspects of society. By conducting in-depth research and employing critical thinking skills, this type of dissertation enables students to develop a comprehensive understanding of the complex challenges faced by communities and propose potential solutions.
- **Students will prepare dissertation under their respective supervisors on specific socio-economic problems, collect information at village level, analyse the data and prepare the dissertation along with their presentation before the examination day. The dissertation should be submitted well ahead to the supervisor to carefully go through it, revise and modify, if needed.**

Third Semester

Sem – III: Paper I: Group A: Development and Management of Social Sector [2 Credits]

Course Objectives:

- Understand social sector dynamics: The course aims to help students develop a comprehensive understanding of the social sector, including its unique dynamics, challenges, and opportunities.
- Enhance managerial skills in the social sector: Another objective is to equip students with the necessary managerial skills to effectively lead and manage social sector organizations.
- Foster social innovation and entrepreneurship: The course places emphasis on fostering social innovation and entrepreneurship. It aims to inspire students to identify social problems and develop innovative solutions to address them.

Learning Outcomes:

- Gain a deep understanding of the social sector: Students should develop a comprehensive understanding of the social sector, including its stakeholders, challenges, and trends. They will be able to analyze and evaluate the unique characteristics and dynamics of social sector organizations.
- Develop managerial and leadership skills: Upon completing the course, students should possess the skills necessary to effectively manage and lead social sector organizations.
- Cultivate social innovation and entrepreneurship: Students should be able to identify social problems, develop innovative solutions, and apply entrepreneurial thinking to create positive social impact.
- Understand social impact assessment: The course should provide students with knowledge and skills in assessing and measuring the social impact of interventions and programs implemented by social sector organizations. Students will learn how to evaluate the effectiveness and outcomes of social sector initiatives.
- Foster ethical and values-based management: An important learning outcome is the understanding and application of ethical and values-based management in the social sector. Students should demonstrate an appreciation for ethical considerations and social responsibility in decision-making, as well as promoting transparency, accountability, and good governance within social sector organizations.

Course Content:

1. Social Sector: Concepts, Programmes, Types and Development in India since Independence.
2. Public Health: Concept of Health and Diseases, Health Situation in India, Health Care Delivery System, Challenges and Opportunities in Public Health, National Health Mission, AYUSH.

3. Safe Drinking Water: Concept, quality aspects, source, Drinking Water policy of Government, Concept of water-borne diseases and preventive measures
4. Sanitation: concept, need, approach, Eco-sanitation – Concept, methods, drainage system, Sewerage system, Rural sanitation Programmes, Government Policy, WASH
5. Concept, Objective and need of Education, Forms of Education and their objectives, Lifelong Learning (Education for all), Tagore's philosophy on education and Development, Different Educational Programmes and policies in India. New Literacy Programme.
6. Rural Housing Condition and Schemes for Development of Rural Housing.

Suggested Readings:

1. Bang, Rani, (2010), "Putting Women First: Women and Health in a Rural Community" Bhatkal and Sen Publishers, Kolkata.
2. Dwivedi, Rishi Moni, (2005) "Poverty and Development Programmes in India", New Century Publications, New Delhi.
3. Jalihal, K.A. and Shivamurthy, M., (2003), "Pragmatic Rural Development for Poverty Alleviation: A Pioneering Paradigm", Concept Publishing Company, New Delhi.
4. Karalay, G.N. (2005), "Integrated Approach to Rural Development: Policies, Programmes and Strategies", Concept Publishing Company, New Delhi.
5. Paul. S. K. & LI, Fuhui, (2018), "Public Health: Policy and Practices", Empire Books International, New Delhi.
6. Satapathy, Nityananda, (1998), "Sustainable Development (An alternative Paradigm)", Karnavati Publications, Ahmedabad.

Sem – III: Paper – I : Group B: Rural Women Child Development and Management **[2 Credits]**

Course Objectives:

- Empower rural women: The course aims to empower rural women by providing them with knowledge, skills, and resources to enhance their personal and professional development.
- Ensure child development in rural areas: An objective of the course is to promote the holistic development of children in rural areas. This involves addressing the various aspects of child development, including physical, cognitive, emotional, and social well-being.
- Enhance leadership and management skills: The course aims to develop leadership and management skills among participants. This includes fostering skills related to

decision- making, communication, teamwork, problem-solving, and resource management.

- Promote sustainable development: Another objective is to promote sustainable development in rural areas. This involves educating participants on sustainable practices, environmental conservation, and ensuring the long-term viability of development initiatives in rural communities.

Learning Outcomes:

- Empowered rural women: Upon completing the course, participants should demonstrate increased self-confidence, knowledge, and skills.
- Enhanced child development skills: Participants should possess knowledge and skills in promoting the holistic development of children in rural areas. They should be able to apply effective strategies and interventions to support the physical, cognitive, emotional, and social well-being of children in rural communities.
- Improved leadership and management capabilities: The course should enhance participants' leadership and management skills, enabling them to effectively lead and manage rural women and child development initiatives.
- Understanding of sustainable development practices: Participants should gain an understanding of sustainable development principles and practices. They should be capable of implementing sustainable strategies that contribute to the well-being of rural communities while preserving natural resources and promoting environmental conservation.
- Advocacy and community engagement: The course aims to foster participants' ability to advocate for the rights and needs of rural women and children.

Course Content:

1. Child Development: Concept and aspects especially Emotional and Social Development
2. Status of Children in India in term of Demography and Literacy
3. Social Issues like Child Abuse, Child Labour, Child Trafficking, Child Marriage, Gender Discrimination, Female Infanticide, Beggary and other Case
4. Child Protection and Child Rights: National Approaches (Acts, Policies, Programmes), Sarba Siksha Avijan, Right to Education (RTE) Act, RMSA, MSM
5. Juvenile Delinquency: Concept and Causes: Pre-delinquency stages-Truancy and vagrancy, U.N. standard Minimum rules for Juvenile Justice Act, institutional services, observation Homes, juvenile home and Fit institution and Juvenile after care services
6. Women and women development in India: A Historical Background, Violence against women, Dowry, honor Killing, Witchcraft, Prostitution, Acid Attack, Trafficking, Sexual Harassment, Harassment in Workplace and other cases

Selected Readings:

1. Ahuja Ram (2014) Social Problems in India, Rawat Publications
2. Madan G.R. (2013, 7th edition), Social Problems in India, Allied Publishers Pvt. Ltd.
3. Sundar Srimali Shyam (2008) Child Development, Rawat Publications
4. Ojha Sdha (2011) Women and Development, Kunal Books (Publisher and distributors), New Delhi
5. Misra Lakshmi (1992) Women's Issues an Indian Perspective, Northern Book Centre, New Delhi
6. Ghosh Biswanath (1999) Contemporary Social Problems in India, Himalayan Publishing House
7. E Book of Ministry of Women and Child Development, Govt. of India

Sem – III: Paper II :Group – A: Organisational Behaviour**[2 Credits]****Course Objectives:**

- To provide a basic concepts of organizational behaviour
- To provide insights on individual behavior in organizations
- To make them aware about the group behavior patterns in organizations
- To introduce organizational processes
- To provide insights on organizational culture and emerging trends

Learning Outcomes:

- At the end of the course, the students will be able to :
- Explain the concepts of organizational behaviour and apply in appropriate contexts
- Apply the concepts of values, attitudes and perceptions
- Work in groups
- Describe the organizational processes
- Describe organizational culture and emerging trends

Course Content:

1. Focus and Purpose: Definition, need and importance of organizational behaviour – Nature and scope – Frame work – Organizational behavior models, Organization and the environmental factors; Organizational Theory, Organizational behavior modification. Misbehavior –Types
2. Individual Behavior: Personality – Types – Factors influencing personality – Theories; Learning – Types of learners – The learning process – Learning theories; Attitudes – Characteristics – Components – Formation – Measurement- Values; Perceptions – Importance – Factors influencing perception – Interpersonal perception; Emotions and Moods in workplace
3. Group Behavior: Organization structure – Formation – Groups in organizations – Influence – Group dynamics – Interpersonal Communication; Team building - Interpersonal relations – Group decision making techniques;
4. Leadership and Power: Leadership – Meaning, importance, traits, styles and Theories. Leaders Vs Managers;

5. Motivation: Importance, need, types and its effects on work behavior; Motivation Theories:
6. Dynamics of Organizational Behavior: Organizational culture and climate – Factors affecting organizational climate; Organizational change – Importance– Stability Vs Change – Proactive Vs Reactive change – the change process – Resistance to change – Managing change; Stress – Work Stressors – Prevention and Management of stress – Balancing work and Life.

Suggested Readings :

1. Luthans, F. “OrganisationalBehaviour” Tata McGraw Hill, New Delhi.
2. Robbins, S.P. “OrganisationalBehaviour” Prentice Hall of India, New Delhi.
3. Davis, K. “OrganisationalBehaviour” Tata McGraw Hill, New Delhi.
4. Aquinas, P.G. “OrganisationalBehaviour” Excel Books, New Delhi
5. Singh, Y.B., and Kumar, P. “OrganisationalBehaviour” Cyber Tech, New Delhi.
6. Ashwathappa, K. “OrganisationalBehaviour” Himalaya Publishing House, New Delhi.

Sem – III: Paper – II :Group B: Human Resource & Rural Livelihood Management **[2 Credits]**

Course Objectives:

- To familiarize the relevance of modern human resource requirements, and identify human resource needs
- To facilitate students to get familiarized with the recruitment and selection process
- To introduce to the concepts of Livelihood and its implications in rural areas.
- To familiarize with organization development interventions

Learning Outcomes:

- At the end of the course, the students will be able to
- Define HRM and explain the role of HRM in effective business/enterprise administration.
- Select the right person for the right job at the right place
- Describe the concepts of organization development
- Suggest organization development interventions
- Holistic knowledge about rural livelihoods and its successful management applying HR concepts and theories.

Course Content:

1. Human Resource management: Scope and Coverage, Principles of Human Resource Management and its Importance, Structure and Functions of HR Department, Role of HR Manager
2. Human Resource Development: Policy and Programme, Assessment of HRD needs, HRD methods – Training and Development of Human Resources.
3. Rural Human Resource Development in India, Importance of Voluntary Organization and Panchayati Raj Institution in Human Resource Development in Rural India

4. Rural Livelihood: Concept, Indicators of Rural Livelihood, Levels of Living, Livelihood Intervention in India.
5. Framework for Rural Livelihood Analysis (Sustainable Livelihood Framework), Livelihood Strategies.
6. Life Long Learning (L3) for Livelihood Promotion.

Suggested Readings:

1. A.I. Kraut and A.K. Korman, eds., Evolving Practices in Human Resource Management: Response to Changing World (San Francisco, CA: Jossey Bass, 1999).
2. Armstrong, Michael. Armstrong's Handbook of Human Resource Management Practice (12th ed.), Kogan Page, New Delhi.
3. G. Dessler and B. Varkkey, Human Resource Management, 11th ed. (New Delhi: Pearson Education Inc., 2009), 3.
4. Paul, S.K. (2015), "Rural Development Concept and Recent Approaches". Concept Publishing Company, New Delhi.
5. Sahoo, Nirnjan, (2018), "Rural Development and Livelihoods in India", New Century Publications, New Delhi.
6. Sharma, R.C. and Sharma, Nipun. (2018). Human Resource Management: Theory and Practice, SAGE Publications India Pvt Ltd. New Delhi
7. Srinivas R. Kandula, Human Resource in Management in Practice (New Delhi: Prentice Hall of India Pvt. Ltd, 2013), 1-39.

Sem – III: Paper III: Group A: Project Management (Planning & Operation)

[2 Credits]

Course Objectives:

Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project's requirements. Students will be able to understand and implement simple tools and techniques of the main project management areas composed of: project integration management, project scope management, project time management, project costs management, project HR management, project risk management, project communication management and project procurement management.

Learning Outcomes:

- Understand the current state of the project management profession
- Apply project management tools and techniques
- Understand project management terminology with a focus on the PMI PMBok
- Explore the appropriate methods to initiate, plan, execute, control and close projects

Course Content:

1. Project Management: An Overview, Different Aspects and Project Life Cycle

2. Need Assessment and Project Formulation, Decision Criteria and Financing of Projects
3. Project Planning
4. Social Cost Benefit Analysis
5. Project Management Tools and Risk Management
6. Project Monitoring, Evaluation and Social Audit

Suggested reading:

1. Economic Analysis of Agricultural Projects – by JP Gittinger
2. Projects: Planning, Analysis, Selection, Financing, Implementation and Review – by P Chandra
3. Doing your research Project – by J Bell
4. Principles of Project Finance – by E. R Yescombe
5. Project Management, Planning and Control – by Albert Lester

Sem – III: Paper III: Group B: Natural Resource Management

[2 Credits]

Course Objectives:

Sustainability is one of the most significant shifts in thinking and action in the environmental and resource management arenas. Natural Resource Management emphasizes practical and sustainable solutions from a social, economic, and environmental perspective. In this course, students learn ecological principles, policies, and practices required for a sustainable future.

Learning Outcomes:

Each lesson describes specific outcomes. Ultimately, students will learn how to use critical thinking skills to convey how society perceives what natural resource management is, how we actually manage or conserve our natural resources, how these activities impact our natural resources, how to improve on these applications, and how to network with pertinent organizations and individuals to collaborate on these ideas.

Course Content:

1. Resource: Definition, Meaning, Nature and Scope of Resource Study, Man, Nature and Cultural Interaction in Resource Development
2. Land & Soil Resource Management
3. Water Resource Management & Watershed Development
4. Wildlife & Forest Resource Management
5. Energy Resource Management
6. Environmental Management and Sustainable Development

Suggested reading:

1. Environmental Science – by S. C. Santra
2. Environmental and Natural Resource Economics : A Contemporary Approach – by JM Harris & B Roach
3. Ecology and Environment – by PD Sharma
4. Natural Resource Management: Ecological Perspectives – by R Peshin& A K Dhawan
5. Environmental Management for Sustainable Development – by CJ Barrow

Sem – III: Paper – IV: Group A: Evaluation of Government and/or Non-Government Project/Scheme [Practical]

[4 Credits]

This course is designed to provide students with a comprehensive understanding of the principles and techniques used in the evaluation of government and non-government projects and schemes. Through a combination of theoretical knowledge and practical applications, students will develop the skills necessary to assess the effectiveness, efficiency, and impact of various public initiatives, ensuring informed decision-making and resource allocation. **The evaluation of the students' activities will be done by taking presentation and viva-voce at the end of the semester.**

Course Objectives:

- Understand the key concepts and principles related to project and scheme evaluation, including the various stages and methodologies used in assessment.
- Differentiate between government and non-government projects/schemes, and identify the unique challenges and opportunities associated with each.
- Develop critical thinking skills to analyze and evaluate the objectives, goals, and intended outcomes of projects and schemes.
- Apply a variety of evaluation techniques and tools, such as cost-benefit analysis, cost-effectiveness analysis, and social return on investment (SROI), to assess the impact and efficiency of projects.
- Identify the ethical, social, and environmental implications of government and non-government initiatives and incorporate these considerations into the evaluation process.
- Interpret and communicate evaluation findings effectively through written reports and presentations, targeting diverse audiences, including policymakers, stakeholders, and the general public.
- Gain proficiency in using relevant software and data analysis tools to collect, analyze, and visualize project-related data for decision-making.
- Explore real-world case studies and best practices to gain practical insights into project evaluation across different sectors and geographic contexts.
- Collaborate in group projects to simulate real-world evaluation scenarios, enhancing teamwork and problem-solving skills.
- Develop a comprehensive understanding of the policy and regulatory frameworks governing government and non-government projects, ensuring alignment with legal and ethical standards.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Analyze and assess the performance and impact of government and non-government projects/schemes through the application of appropriate evaluation methods.
- Critically evaluate the alignment of project objectives with societal and organizational needs, proposing necessary adjustments to improve outcomes.
- Construct compelling, evidence-based arguments to advocate for project continuation, expansion, or termination, addressing the concerns of various stakeholders.
- Demonstrate the ability to incorporate economic, environmental, and social dimensions into project evaluations, promoting sustainable and responsible decision-making.

- Effectively communicate evaluation results through well-structured reports and presentations that cater to diverse audiences and stakeholders.
- Utilize data analysis tools and software to collect, process, and interpret project-related information, enabling evidence-based decision-making.
- Apply knowledge gained from real-world case studies and group projects to solve complex evaluation problems and make informed recommendations.
- Navigate the legal and ethical frameworks governing project evaluation, ensuring compliance and ethical responsibility.

Sem – III: Paper – IV: Group B: Community Engagement and Action Research [Practical] [4 Credits]

This course is designed to equip students with the knowledge and skills needed to effectively engage with communities and conduct action research in a participatory and collaborative manner. Students will explore the principles and practices of community engagement and action research, with a focus on addressing real-world issues and promoting positive social change. **The evaluation of the students' activities will be done by taking presentation and viva-voce at the end of the semester.**

Course Objectives:

- Understand the principles and theories underpinning community engagement and action research, including their historical and cultural contexts.
- Identify and analyze the key stakeholders and dynamics within communities, recognizing the importance of diversity, equity, and inclusion in engagement efforts.
- Develop research questions and objectives that are responsive to community needs and priorities, fostering a sense of ownership and relevance.
- Design and implement research methodologies that emphasize collaboration, participation, and co-creation of knowledge with community members.
- Employ ethical practices and protocols when working with communities, emphasizing informed consent, confidentiality, and respect for cultural and ethical considerations.
- Apply data collection and analysis techniques that are participatory, empowering community members to actively contribute to the research process.
- Develop effective communication and relationship-building skills to facilitate dialogue, trust, and cooperation within the community.
- Evaluate and reflect on the impact of community engagement and action research on community development, policy change, or other desired outcomes.
- Explore various models and strategies for sustainability and capacity-building within communities to ensure the continued impact of research efforts.
- Demonstrate the ability to adapt to diverse community contexts and effectively manage challenges and conflicts that may arise during the research process.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Articulate a deep understanding of the theoretical foundations and historical context of community engagement and action research.
- Identify and engage with diverse stakeholders in community settings, fostering inclusive and equitable participation.
- Formulate research questions and objectives that align with community needs and concerns, demonstrating a commitment to community-driven research.

- Develop and execute research methodologies that emphasize collaboration and co-creation, effectively involving community members in the research process.
- Implement ethical guidelines and practices, ensuring the protection of human subjects, informed consent, and cultural sensitivity in research activities.
- Utilize data collection and analysis techniques that empower community members, resulting in research findings that resonate with the community's experiences and perspectives.
- Build and maintain meaningful relationships with community members, facilitating open dialogue, trust, and productive partnerships.
- Assess and document the impact of community engagement and action research on community development, policy change, or other targeted outcomes.
- Apply strategies for sustainability and capacity-building within communities, contributing to long-term positive change and empowerment.
- Demonstrate adaptability and problem-solving skills when faced with challenges or conflicts in community engagement and action research, ensuring the continued effectiveness of the research process.

Fourth Semester

Sem – IV: Paper I: Group A: Rural Financial Service, Corporate Finance, and Micro Finance

[2 Credits]

Course Objectives:

The course "Rural Financial Service, Corporate Finance, and Micro Finance" aims to provide students with a comprehensive understanding of financial services in rural areas, corporate finance principles, and microfinance practices. The course is designed to equip students with the knowledge and skills necessary to navigate financial challenges in both rural and corporate settings and to promote inclusive financial practices through microfinance.

Learning Outcomes:

- **Understand Rural Financial Services:** Students will gain insights into the unique challenges and opportunities in providing financial services in rural areas. They will learn about the various financial products tailored for rural populations, such as agricultural loans, micro-insurance, and savings schemes.
- **Master Corporate Finance Concepts:** Students will develop a solid foundation in corporate finance principles, including capital budgeting, financial analysis, risk management, and capital structure. They will be able to apply these concepts to make informed financial decisions within corporations.
- **Explore Microfinance Models:** Students will explore the concept of microfinance and its significance in promoting financial inclusion. They will analyze different microfinance models, such as group lending, peer-to-peer lending, and microenterprise development, and understand their impact on poverty alleviation and economic development.
- **Analyze Financial Institutions:** Students will assess the role and functions of financial institutions in facilitating rural and microfinance services. They will analyze the strengths and weaknesses of different types of financial institutions, including banks, credit unions, and microfinance institutions.

By the end of the course, students will have a well-rounded understanding of rural financial services, corporate finance principles, and microfinance practices, enabling them to contribute to the financial well-being of individuals and communities in both rural and urban settings.

Course Content

1. Rural Credit System, Role of Rural Credit in Rural Development
2. Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs
3. Concept of Micro Finance/ Micro-Credit, Evolution and Growth
4. Micro- Finance and Social Security, Micro-Finance and Livelihood approach
5. Different models of Micro-Finance (NABARD, Grameen Bank, BRAC, BASIX, and BANDHAN etc.),
6. Corporate Finance: Concepts, Models and Case studies

Suggested Readings:

1. Ledgerwood Joanna (1999) Micro Finance Handbook An Institutional and Financial Perspective, The World Bank Washington DC
2. Armendariz Beatriz (2007) , The Economics of Micro Finance, The MIT Press, England
3. Karmakar K.G. (2008), Micro Finance in India, Sage Publication, New Delhi

4. Teki S. and Mishra R.K (2012), Micro-finance and Financial Inclusion, Academic Foundation
5. Jena Sanjeeb K. (2013), Micro Finance and Micro Enterprises in India , New Century Publication, New Delhi
6. Brealey Richard A. Myers Stewart C, Allen Franklin, PitabasMohanty (2018) Principles of Corporate Finance , McGraw Hill Education
7. Mishra Pradeep Kumar (2019) Micro Finance Management, CINGAGE INDIA, Noida

Sem – IV: Paper – I: Group B: Rural Marketing Management

[2 Credits]

Course Objectives:

The course "Rural Marketing Management" aims to provide students with a comprehensive understanding of marketing strategies and practices tailored for rural markets. The course is designed to equip students with the knowledge and skills necessary to effectively market products and services in rural areas, considering the unique challenges and opportunities presented by rural consumers and economies.

Learning Outcomes:

- **Understand Rural Market Dynamics:** Students will gain insights into the characteristics and dynamics of rural markets, including the socio-economic factors, cultural influences, and purchasing behavior of rural consumers. They will learn to identify market trends and opportunities specific to rural areas.
- **Develop Rural Marketing Strategies:** Students will learn to create marketing strategies tailored to the needs and preferences of rural consumers. They will explore product development, pricing, distribution, and promotion techniques suitable for rural markets.
- **Explore Distribution Channels:** Students will examine the challenges and opportunities in rural distribution networks. They will learn about the role of intermediaries, logistics, and last-mile connectivity to efficiently reach rural consumers.
- **Analyze Competitor Strategies:** Students will learn to analyze competitors' actions and strategies in the rural market. They will be able to identify opportunities to gain a competitive edge and sustain a strong market position.
- **Address Rural Market Challenges:** Students will explore the challenges faced by marketers in rural areas, such as limited infrastructure, low literacy rates, and seasonal variations. They will develop problem-solving skills to overcome these challenges.

By the end of the course, students will be equipped with the knowledge and skills to design and implement effective marketing strategies for rural markets. They will be able to navigate the unique characteristics of rural consumers and contribute to the growth and development of businesses operating in rural areas.

Course Content

1. Market, Conceptual framework of Rural Marketing, development and diversifications.
2. Rural consumers behaviour and Rural Marketing Management
3. Marketing Strategy, Planning, Market Mix, Marketing Environment, Steps in Marketing Planning,

4. Rural Market Segmentation and Price Variable: Concept and Importance of Pricing, Price Determination Process and Policies
5. Advertisement
6. Virtual Marketing and its Impact

Suggested reading:

1. Marketing Management – by Philip Kotler
2. Consumer Behavior: Building Marketing Strategy – by David L Mothersbaugh & D I Hawkins
3. Digital Marketing: Strategy, Implementation and practice – by Dave Chaffey
4. Digital marketing all-in-one for dummies – by Stephanie Diamond

Sem – IV: Paper II: Group A: NGO Management and Corporate Social Responsibility
[2 Credits]

Course Objectives:

The course "NGO Management and Corporate Social Responsibility" aims to provide students with a comprehensive understanding of the management principles and practices specific to non-governmental organizations (NGOs) and the concept of Corporate Social Responsibility (CSR). The course is designed to equip students with the knowledge and skills necessary to effectively manage NGOs and implement CSR initiatives in corporate settings.

Learning Outcomes:

- Understand NGO Management: Students will gain insights into the structure, governance, and operational aspects of NGOs. They will learn about the unique challenges and opportunities faced by NGOs in areas such as fundraising, resource management, and stakeholder engagement.
- Explore CSR Concepts: Students will develop a thorough understanding of Corporate Social Responsibility, its evolution, and its significance in the business world. They will learn about the triple bottom line approach, sustainability practices, and the positive impact of CSR on society and businesses.
- Develop NGO Strategies: Students will learn to develop strategic plans and objectives for NGOs, considering their mission, target beneficiaries, and available resources. They will explore effective fundraising techniques and financial management practices for NGOs.
- Implement CSR Initiatives: Students will acquire the skills to design and implement CSR initiatives within corporate organizations. They will understand how to align CSR activities with the company's values, goals, and societal needs.

By the end of the course, students will possess the knowledge and skills to effectively manage NGOs, design and implement CSR initiatives, and contribute to sustainable development and positive social impact within organizations and communities.

Course Content

1. Understanding Civil Societies, Role of Civil Societies, classification of Civil Societies.
2. NGOs: Concept, Features, Classification, Strength and Weakness, Role of NGO in Rural Development.

3. Voluntary Organization: Diversity and Types, Problems, Relations with Panchayati Raj Institutions, Voluntary effort in Rural Development
4. CSR: Concept, Definition and Genesis, Relevance in the Global and Indian Context, Corporate Investment Fund (CIF)
5. Legal Framework: Societies Registration Act 1860 (XXIV), Cooperative Societies Act 1904 (CCS Act), Indian Trust Act 1882, Indian Company Act U/S 25, 1956, Foreign Contribution Regulation Act 1992 (FCRA), Income Tax Act 1976
6. CSR & Rural Development: Case Studies on CSR.

Suggested Readings:

1. Dantwala, M. L., Pravin Visaria, Harsh Sethi, Social Change through Voluntary action, New Delhi: SAGE Publications, 1998.
2. Fokla, Manoj, Kejriwal, Suresh Kumar, Kumar, Tarun. Trust & NGOs: Ready Reckoner, Taxmann Publications (P.) Ltd, New Delhi.
3. Iyengar, Sudarshan "Voluntary Initiatives for tribal development In Gujarat", The Journal of Entrepreneurship, 7,2. Pp 211-235, 1998.
4. Korten, David, C., Getting to the 21st Century: Voluntary Action and the global agenda, West Hartford: Kumarian Press, 1990.
5. Lumde, Nirbhay, (2018), Corporate Social Responsibility in India: A Practitioner's Perspective, Notion Press, New Delhi.
6. Mahendravada, Indira, (2018), Non-Governmental Organisations: Theory and Practice, University of Mysore, Mysore.
7. Patel, Rohini, (1998), "Voluntary Organizations in India: Motivation and Roles", in, Dantwala, M.L., Et.al. "Social Change Through voluntary action", New Delhi: Sage Publications 1998.
8. Planning Commission, Draft National Policy on the Voluntary sector – 2006, New Delhi: Planning Commission, Govt. of India.
9. "Voluntary Action in India", Economic and Political Weekly Vol. XXX, No. 16 April 22, 1995

Sem – IV: Paper – II: Group B: Human Rights, Social Justice and Rural Management [2 Credits]

Course Objectives:

The course "Human Rights, Social Justice and Rural Management" aims to provide students with a comprehensive understanding of social justice principles, human rights issues, and the challenges faced by marginalized communities. The course is designed to sensitize students to the importance of equality, inclusivity, and advocacy for the rights of vulnerable and marginalized populations.

Learning Outcomes:

- Understand Social Justice Concepts: Students will gain a deep understanding of social justice theories and concepts, including the principles of fairness, equity, and human rights.
- Analyze Human Rights Issues: Students will examine various human rights violations and issues faced by marginalized communities worldwide. They will learn about the Universal Declaration of Human Rights and other international human rights instruments.
- Promote Inclusivity and Diversity: Students will explore the significance of inclusivity and diversity in promoting social justice and protecting human rights. They will learn to appreciate cultural differences and embrace the value of diverse perspectives.
- Advocate for Social Justice: Students will develop skills in advocacy and activism to address social injustice and human rights violations. They will learn about grassroots movements, community organizing, and the role of civil society in driving positive change.

By the end of the course, students will have a strong grasp of social justice principles, human rights issues, and the experiences of marginalized communities. They will be equipped with the knowledge and skills to advocate for equality, inclusivity, and the protection of human rights in their personal and professional lives.

Course Content:

1. Concept of Justice: Social Justice, Liberal and Radical Views
2. Rights: Meaning, Components of Rights, Type of Rights, Evolution of Present System of Rights
3. Human Rights in India: National Human Rights Commission and National Women's Commission
4. Universal Declaration of Human Rights (UDHR): Articles in brief, Nature of UDHR and its Effectiveness
5. Human Global Compact: Principles, Objectives, Mechanism, UNGC Governance, structure
6. Some Organization working for Social Justice and Human Rights in India

Suggested Readings:

1. Constitution of India
2. Bhattacharya A. ((1977) Social justice and the Constitution, Indian Institute of Advance Study, Simla
3. Purohit B.R. & Joshi Sandeep (2003) Social Justice in India, Rawat Publications
4. Singh Ajoy Kumar (2014) Human Rights and Social Justice, VL Media Solutions (VLMS Publishers)

5. Cox Carole & Maschi Tina (2022) Human Rights and Social Justice Key Issues and Vulnerable Populations, Routledge

Sem – IV: Paper III: Group- A: Forest and Tribal Livelihood Management

[2 Credits]

Course Objectives:

The course "Forest and Tribal Livelihood Management" aims to provide students with a comprehensive understanding of the relationship between forests and tribal communities, focusing on sustainable livelihood management practices. The course is designed to equip students with the knowledge and skills necessary to promote conservation, community development, and the preservation of traditional knowledge and culture among tribal populations.

Learning Outcomes:

- **Understand Forest Ecosystems:** Students will gain insights into the ecological importance of forests and their role in sustaining biodiversity, climate regulation, and ecosystem services. They will understand the significance of conserving forests for the well-being of both tribal communities and the planet.
- **Explore Tribal Livelihoods:** Students will learn about the unique livelihood patterns, cultural practices, and traditional knowledge of tribal communities. They will understand the challenges faced by tribes in balancing their socio-economic needs with forest conservation.
- **Analyze Sustainable Livelihood Models:** Students will explore sustainable livelihood models that promote the well-being of tribal communities while ensuring the conservation and sustainable use of forest resources. They will analyze the success factors of such models.
- **Assess Forest Governance:** Students will examine the governance systems and policies related to forest management, particularly those concerning tribal rights and participation. They will learn about community-based forest management and its effectiveness.
- **Preserve Traditional Knowledge:** Students will learn about the wealth of traditional knowledge held by tribal communities regarding forest resources, herbal medicine, and sustainable practices. They will explore methods to preserve and integrate this knowledge into conservation efforts.
- **Address Conservation Challenges:** Students will analyze the various challenges faced in forest and tribal livelihood management, including deforestation, resource degradation, and conflicts with external actors. They will explore strategies to address these challenges sustainably.

By the end of the course, students will have a comprehensive understanding of the intricate relationship between forests and tribal livelihoods. They will be equipped with the knowledge and skills to contribute to sustainable forest management, the preservation of tribal culture, and the promotion of equitable and inclusive development in tribal areas.

Course Content:

1. Tribe: Constitutional definition, Concept, Characteristic features of tribe and tribal society, Tribal distribution in India with special reference to West Bengal.
2. Problems of tribal society: social, cultural, economic etc., Impact of Industrialization and Modernization in Tribal Society, problems of tribal society.

3. Status of Tribal Women, Problems and their changing perspectives.
4. Government Schemes, Programme for the development of Scheduled Tribe in India.
5. Forest and Tribes: Policies, Forest resources and Forest based Tribal Livelihood Opportunities, NTFP, Forest based cottage industries.
6. Deforestation: Concept, Forest Policy, Forest and Tribal Policy, Joint Forest Management

Suggested Readings:

1. Chaudhary, S.N., (2004), "Dalit and Tribal Leadership in Panchayats" Concept Publishing Company Pvt.Ltd, New Delhi.
2. Chaudhary, S.N., (2009), "Tribal Development Since Independence", Concept Publishing Company Pvt.Ltd, New Delhi.
3. Iyer, K. Gopal, (2000) "Tribal land, Forest and Identity Issues: A Study of Jharkhand and Odisha" Concept Publishing Company Pvt. Ltd, New Delhi.
4. Mohanty, P.K., (2006), "Encyclopedia of Schedule Tribes in India (5 Volumes)", Isha Books, New Delhi.
5. Paul, S.K., (2015), "Rural Development Concept and Recent Approaches". Concept Publishing Company, New Delhi.
6. Paul, S. K., (2005), "Tribal Agriculture and Modernization", Daya Publishing House, New Delhi
7. Paul, S.K. (2016), "Empowerment of Tribal Women through Self-Help Group", Arpan Publication, New Delhi.
8. S.R. Manjula, (2020), "Tribal Communities in India With Reference To Forest Rights Act Of 2006", Notion Press, New Delhi.

Sem – IV: Paper – III: Group B: Communication for Development

[2 Credits]

Course Objectives:

The course "Communication for Development" aims to provide students with a comprehensive understanding of the role of communication in promoting social change and development. The course is designed to equip students with the knowledge and skills necessary to design and implement effective communication strategies to address development challenges and foster positive social impact.

Learning Outcomes:

- Understand Communication Theories: Students will gain insights into communication theories and models relevant to development contexts. They will understand how communication can influence attitudes, behaviours, and social norms to drive positive change.
- Analyze Development Challenges: Students will explore various development challenges, such as poverty, education, health, gender inequality, and environmental

issues. They will learn to identify communication gaps and opportunities to address these challenges effectively.

- **Design Development Communication Strategies:** Students will develop skills in designing communication strategies tailored to specific development goals. They will learn to use different communication channels, including mass media, social media, and interpersonal communication, to reach diverse audiences.
- **Utilize Participatory Approaches:** Students will understand the importance of participatory approaches in development communication. They will explore methods to involve communities in the communication process, ensuring their voices and perspectives are heard.
- **Evaluate Communication Impact:** Students will learn evaluation techniques to assess the effectiveness of development communication initiatives. They will understand the importance of measuring impact and making data-driven improvements.

By the end of the course, students will have a comprehensive understanding of communication for development principles and practices. They will be equipped with the knowledge and skills to design and implement effective communication strategies that contribute to positive social change, empower communities, and address development challenges globally.

Course Content:

1. Theories of Communication and Media
2. Theories of Communication for Development
3. Communication Research Methods
4. Information & Communication Technology for Development
5. Mass media for Development
6. Folk and Community Media for Development

Suggested Reading:

1. McQuail, D. (2010). *McQuail's Mass Communication Theory*. New Delhi: Sage Publications.
2. Stevenson, N. (1997). *Understanding media culture: Social theory and mass communication*.
3. Singhal, A. & Rogers, E M. (2001). *India's Communication Revolution: From Bullock Carts to Cyber Marts*. New Delhi: Sage Publications.
4. Srinivas Melkote, & Steeves. (2001). *Communication for Development in the Third World*. New Delhi: Sage.
5. Servaes, J., Jacobson, T. & White, S.A. (Eds.), (2006) *Participatory communication for social change*. Thousand Oaks: Sage.
6. Wilkins, KG. (Ed.) (2000). *Redeveloping communication for social change: Theory practice and power*. UK: Rowman and Littlefield Publishers.
7. McPhail, T. L. (2009). *Development communication: Reframing the role of media*. UK: Wiley Blackwell.

Sem – IV: Paper – IV: Group A: Planning for Development [Practical]

[4 Credits]

This course explores the theory and practice of planning for development in the context of local, national, and global settings. Students will examine the key concepts, tools, and strategies used in the field of development planning. Through case studies and practical exercises, they will gain

a deep understanding of the challenges and opportunities associated with sustainable development.

Course Objectives:

- Understand the fundamental principles and theories of development planning.
- Analyze the historical and contemporary context of development planning and its significance in addressing global challenges.
- Recognize the role of various stakeholders, including governments, international organizations, and civil society, in the development planning process.
- Identify key economic, social, and environmental indicators used to assess development progress.
- Evaluate the ethical and cultural dimensions of development planning, taking into account cultural sensitivity and social inclusion.
- Apply various methods and tools for data collection, analysis, and interpretation in the context of development planning.
- Design and develop development plans that promote sustainability, economic growth, and social well-being.
- Critically assess the impact of policies and programs on local and global development goals.
- Understand the role of technology and innovation in advancing development planning.
- Communicate effectively and collaborate with diverse stakeholders in the development planning process.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Knowledge and Comprehension:
 - Demonstrate a deep understanding of the theories and concepts underpinning development planning.
 - Explain the historical evolution of development planning and its relevance in contemporary global challenges.
 - Identify the key actors and institutions involved in development planning and their respective roles.
- Application and Analysis: 4. Analyze data and use relevant tools to assess development challenges and opportunities in real-world scenarios.
- Develop comprehensive development plans that address economic, social, and environmental sustainability.
- Evaluate the ethical and cultural implications of development planning decisions.
- Synthesis and Evaluation: 7. Assess the effectiveness of development policies and programs in achieving sustainable development goals.
- Synthesize information from various sources to make informed decisions and recommendations for development planning.
- Communication and Collaboration: 9. Effectively communicate and collaborate with diverse stakeholders in development planning processes, including governments, NGOs, and local communities.
- Present development plans and recommendations in a clear and persuasive manner, both in writing and orally.
- This course will provide students with the knowledge, skills, and critical thinking abilities necessary to engage in meaningful work in the field of development planning and make informed contributions to sustainable development efforts.

Sem – IV: Paper – IV: Group B: Placement/Internship [Practical]

[4 Credits]

The Placement/Internship course is designed to provide students with practical, hands-on experience in their field of study. This course serves as a bridge between academic learning and real-world application, allowing students to gain valuable insights and skills in a professional work environment. Through this course, students will develop their abilities, enhance their employability, and make connections within their chosen industry. **Students will be placed in one reputed organization for one month placement. The evaluation of the particular student will be done both by the organisation and the department on the basis of presentation, viva-voce and report writing.**

Course Objectives:

- Apply theoretical knowledge gained during their academic coursework to practical, real-world situations.
- Gain exposure to the professional work environment and its expectations, norms, and culture.
- Develop and refine essential job-related skills and competencies relevant to their field of study.
- Engage in self-directed learning, problem-solving, and adaptability in response to workplace challenges.
- Establish a professional network and build meaningful connections with mentors, colleagues, and industry professionals.
- Reflect on their internship experiences and articulate their personal and professional growth.
- Understand the legal, ethical, and professional responsibilities associated with their chosen field.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

Practical Application of Knowledge:

- Apply academic theories and concepts to real-world tasks and projects.
- Demonstrate an understanding of how classroom learning relates to practical work situations.

Professional Skills and Competencies:

- Acquire and enhance job-specific skills and competencies related to their chosen field.
- Exhibit proficiency in using industry-standard tools, software, and equipment.

Work Environment Adaptability:

- Navigate and adapt to the workplace culture, dynamics, and expectations.
- Demonstrate the ability to work both independently and as part of a team.

Problem-Solving and Critical Thinking:

- Identify and address real-world challenges by employing critical thinking and problem-solving techniques.
- Make informed decisions and recommendations based on practical experience.
- Networking and Professional Relationships:

- Establish and expand a professional network by building relationships with colleagues, supervisors, and industry professionals.
- Seek and utilize mentorship opportunities to support personal and professional growth.

Reflective Practice:

- Reflect on internship experiences and articulate personal and professional development.
- Identify areas of improvement and set goals for future career development.
- This course serves as a vital component of students' education, enabling them to bridge the gap between classroom learning and professional practice. Upon completing the Placement/Internship course, students will have gained practical skills, industry insights, and a foundation for launching their careers with confidence and competence.