

ANNAMALAI UNIVERSITY

ANNAMALAI NAGAR 608 002



**FACULTY OF ARTS
CENTRE FOR RURAL DEVELOPMENT**

**M.A
RURAL DEVELOPMENT
TWO -YEAR PROGRAMME
ON-CAMPUS PROGRAMME CODE ARUR 21**

Regulations and Syllabus
With effect from 2019-2020



ANNAMALAI UNIVERSITY
REGULATIONS FOR THE M.A RURAL DEVELOPMENT TWO-YEAR POST
GRADUATE PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

These Regulations are for the student **M.A RURAL DEVELOPMENT** Two-Year Masters Programme in the Faculty of Arts from the academic year 2019-2020 onwards.

1. Definitions and Nomenclature

- 1.1 **University** refers to Annamalai University.
- 1.2 **Department** means any of the academic departments and academic centres at the University.
- 1.3 **Discipline** refers to the specialization or branch of knowledge taught and researched in higher education.
- 1.4 **Programme** encompasses the combination of courses and/or requirements leading to a Degree M.Com., International Business, Banking and Insurance
- 1.5 **Course** is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.
- 1.6 **Curriculum** encompasses the totality of student experiences that occur during the educational process.
- 1.7 **Syllabus** is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.
- 1.8 **Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.
- 1.9 **Semester** is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.
- 1.10 **Choice Based Credit System** A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.
- 1.11 **Core Course** is mandatory and an essential requirement to qualify for the Degree.
- 1.12 **Elective Course** is a course that a student can choose from a range of alternatives.
- 1.13 **Value-added Courses** are optional courses that complement the students' knowledge and skills and enhance their employability.
- 1.14 **Credit** refers to the quantum of syllabus for various programmes in terms of hours of study. It indicates differential weightage given according to the content and duration of the courses in the curriculum.
- 1.15 **Credit Hour** is the unit of measuring educational credit in terms of number of hours per week throughout the semester.
- 1.16 **Learning Objectives also known as Course Objectives** are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
- 1.17 **Programme Outcomes (POs)** are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.

1.18 Programme Specific Outcomes (PSOs) are statements that list what the graduate of a specific [M.Com., (International Business Banking and Insurance) programme should be able to do at the end of the programme.

1.19 Course Outcomes (COs) are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.

1.20 Grade Point Average (GPA) is a numerical that represents the average value of the accumulated final grades earned in courses in a semester. It is calculated by adding all the accumulated final *grades* and dividing that figure by the number of *grades* awarded.

1.21 Cumulative Grade Point Average (CGPA) is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

1.22 Letter Grade is an index of the performance of a student in a particular course. Grades are denoted by letters S, A, B, C, D, E, RA, and W.

2. Programmes Offered and Eligibility Criteria

A candidate who has passed the Bachelor's Degree in any subject including the Professional Courses of this University or an examination of any other University accepted by the Syndicate as equivalent thereto is eligible to apply for admission. The eligibility criteria for M.A RURAL DEVELOPMENT programme is detailed below.

Faculty of Arts	
Programme	Eligibility
M.A RURAL DEVELOPMENT	A pass in any U.G Degree or any other examination accepted by the Syndicate as equivalent thereto with not less than 40% of marks in the main subject.

3. Programme Duration

3.1 The Two Year Master's Programmes consist of two academic years.

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

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

4. Programme Structure

4.1 The Two Year Masters Programme consists of Core Courses, Elective Courses, and Project.

4.2 Core courses

These are a set of compulsory courses essential for each programme. The core courses include both Theory (Core Theory) and Practical (Core Practical) courses. In-plant training/field trips/internships/industrial visits (as applicable) are also categorised as Core.



Annamalai University
CENTRE FOR RURAL DEVELOPMENT
M.A RURAL DEVELOPMENT (Two Year) Programme
Programme Code: ARUR 21
Programme Structure

(For students admitted from the academic year 2019-2020)

1. Students have to take Department Electives (DEs) during the Odd Semester (I & III) and Interdepartmental Electives (IDEs) during the Even Semester (II & IV) from a range of choices available.

2. Students may opt for any Value-added Courses listed in the University website.

Elective Courses
Department Electives (DE)

Sl. No	Course Code	Course Title	Hours / week		C	Marks		
			L	P		CIA	ESE	Total
1.	IRDE 75-1/ MRDE 105-1 IRDE 75-2/ MRDE 105-2	Elective -1 Rural Development & Extension Elective -2 Women Studies	3		3	25	75	100
2.	IRDE 95-1/ MRDE 305 -1 IRDE 95- 2/ MRDE 305 -2	Elective – 1 Swachh Bharat Programme Elective-2 Voluntarism and Rural Development	3		3	25	75	100

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

Electives Offered to Other Departments

S. No.	Course Code	Course Title	Hours / week		C	Marks		
			L	P		CIA	ESE	Total
1.	IRDE 85/ MRDE 205	Elective - Micro, Small and Medium Enterprises & Rural Development	3		3	25	75	100
2.	IRDE 105/ MRDE 405	Elective - Rural Tourism & Employment Generation	3		3	25	75	100

4.3 **Project**

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

4.4.2 The Head of the Department shall assign a Research Supervisor to the student.

4.4.3 The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.

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

4.5 **Value added Courses (VACs)**

- 4.5.1 Students may also opt to take Value added Courses beyond the minimum credits required for award of the Degree.
- 4.5.2 These courses impart employable and life skills. VACs are listed in the University website and in the Handbook on Interdepartmental Electives and VACs.
- 4.5.3 Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.
- 4.5.4 Classes for a VAC are conducted beyond the regular class hours and preferably in the II and III Semesters.

4.6 **Online Courses**

- 4.6.1 The Heads of Departments shall facilitate enrolment of students in online courses such as the UGC Massive Open Online Courses (MOOCs) platform to provide academic flexibility and enhance the academic career of students.
- 4.6.2 Students who successfully complete a course in the MOOC platform shall be exempted from one elective course of the programme.

4.7 **Credit Distribution**

The credit distribution is organised as follows:

*Total credits (Minimum requirement for award of Degree): 95

Core Courses: 71 credits

Elective Courses: 18 credits

Project: 6 credits

4.8 **Credit Hours**

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

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

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

5 **Attendance**

- 5.4 Each faculty handling a course shall be responsible for the maintenance of *Attendance and Assessment Record* for candidates who have registered for the course.
- 5.5 The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition the Record shall also contain the organisation of lesson plan of the Course Instructor.
- 5.6 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.
- 5.7 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.
- 5.8 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.

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

6 Mentor-Mentee System

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

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

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

7 Examinations

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

- 7.5 There will be two CIA Tests and one End-Semester Examination in each semester.

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

7.7 Continuous Internal Assessment Tests

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

- 7.7.2 The students are to be informed in advance about the assessment and the procedures. The tests are compulsory.

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

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

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

7.8 End Semester Examinations

- 7.8.1 The End Semester Examinations for the first/third semester will be conducted in November and for the second/fourth semester in May.

- 7.8.2 A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.

- 7.8.3 The End Semester Examination will be of three hours duration and will cover the entire syllabus of the course.

8 Evaluation

8.1 Marks Distribution

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

8.1.2 For the theory courses, CIA Tests will carry 25% and the End-Semester Examination 75% of marks.

8.1.3 For the Practical courses, the CIA Tests Examination will constitute 40% and the End-semester Examination 60% of marks.

8.2. Assessment of CIA Tests

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

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

	Marks
Test-I (7.5)	15
Test-II (7.5)	
Seminar & Assignment	10
Total	25

8.3. Assessment of End-Semester Examinations

8.3.1 Evaluation for the End Semester Examinations is done by both External and Internal examiners (Double Evaluation).

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

8.3.3 the question paper is divided in to **three** sections.

Section A is to carry 10 marks, Section B – 35 marks and Section C – 30 marks.

Section A will contain 10 questions, each carrying 1 mark.

Section B will contain 5 questions with internal choice, each carrying 7 marks.

Section C will contain 3 questions with open choice, each carrying 10 marks.

8.4 Assessment of Project/Dissertation

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

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

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

8.4.3 The Project Report will be evaluated by an Internal (Research Supervisor) and External Examiner.

8.4.4 The viva-voce examination shall be conducted by a committee constituted by the Head of the Department.

8.4.4 The marks shall be distributed as follows:

Continuous Internal Assessment	End Semester Examination (75 Marks)	
25 Marks	Thesis Evaluation 50 Marks	Viva-voce 25 Marks

8.5 Assessment of Value-added Course

8.5.1 Assessment of VACs shall be internal.

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

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

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

8.6 Passing Minimum

8.6.1 A minimum of 50% marks in each course is prescribed for a pass.

8.6.2 While a minimum of 40% marks in each course is essential for the End Semester Examinations, there is no passing minimum for CIA Tests.

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

9. Conferment of the Master's Degree

A candidate who has secured a minimum of 50% marks in individual (both internal and Semester examination) courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master's Programme.

10. Marks and Grading

10.1 The performance of students in each course is evaluated in terms of percentage of marks with a provision for conversion to Grade Point (GP).

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

10.3 The GPA is calculated by the formula

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

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

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

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

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

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

10.4.1 For **First Class with Distinction:** Candidates who have passed all the courses prescribed in the Programme *in the first attempt* with a CGPA of 8.25 or above.

10.4.2 For **First Class:** Candidates who have passed all the courses with a CGPA of 6.75 or above within the programme duration.

10.4.3 For **Second Class:** Candidates who have passed all the courses within the programme duration.

10. 5 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

10.6 Course-Wise Letter Grades

10.6.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

10.6.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

10.6.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.

10.6.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

10.6.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

11. Academic misconduct

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

12. Transitory Regulations

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



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CENTRE FOR RURAL DEVELOPMENT
M.A RURAL DEVELOPMENT (Two Year) Programme
Programme Code: ARUR 21
Programme Structure

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

Course Coe	Course Title	Hours/Week			Marks		
		L	P	C	CIA	ESE	Total
Semester-I							
MRDC 101	Core 1 : Rural Development Policy and Strategies			5	75	25	100
MRDC 102	Core 2: Inclusive Development			5	75	25	100
MRDC 103	Core 3: People's Participation in Rural Development			5	75	25	100
MRDC 104	Core 4: Common Property Resources for Rural Development			5	75	25	100
	Inter Departmental Electives			3	75	25	100
MRDE 105	Elective -1 Rural Development & Extension						
Total Credit from Semester I				23	375	125	500
Semester-II							
MRDC 201	Core 5: Rural Project Planning, Monitoring and Evaluation			5	75	25	100
MRDC 202	Core 6: Role of NGOs in Rural Development			5	75	25	100
MRDC 203	Core 7: Rural Infrastructural Development			5	75	25	100
MRDC 204	Core 8: Field Placement Programme*		P	5	75	25	100
	Inter Departmental Elective			3	75	25	100
MRDE 205	1. Micro, Small and Medium Enterprises & Rural Development						
	Departmental Elective			3	75	25	100
MRDE 206	Elective 1. Women Studies						
	Elective 2. Rural Resources Management						
Total Credit from Semester II				23	375	125	500
Semester-III							
MRDC 301	Core 9: Communication and Extension Techniques			5	75	25	100
MRDC 302	Core10: Research Methodology			5	75	25	100
MRDC 303	Core 11: Rural Entrepreneurship Development			5	75	25	100
MRDC 304	Core 12: Field Practicum (Block Placement)		P	5	75	25	100
	Inter Departmental Elective			3	75	25	100
	Elective 1. Swachh Bharat Programme						
	Departmental Electives			3	75	25	100
MRDE 305	Elective 1 Rural Tourism & Employment Generation						
	Elective 2 Voluntarism and Rural Development						
ISSC 306	Core 13: Soft skill			3	75	25	100
Total Credit from Semester III				26	450	150	600
MRDC 401	Core 14: SHGs and Women Empowerment			5	75	25	100
MRDC 402	Core 15: Disaster Management			5	75	25	100
MRDC 403	Core 16: Case Study & Village Survey		P	5	75	25	100
MRDC404	Core 17: Project work		P	6	75	25	100
Total Credit from Semester IV				24	375	125	500
Grand Total				96	1575	525	2100

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

Note:

1. Students shall take both Department Electives(DEs) and Interdepartmental Electives(IDEs) from a range of Choices available.
2. Students may opt for any value-added Courses listed in the University website.

Year	IV	Semester	VII
MRDC 101	RURAL DEVELOPMENT: POLICIES AND STRATEGIES		
Learning Objectives	LO1 To develop the knowledge on concepts & theories of Rural Development LO2 To know the approaches to development LO3 To obtain knowledge on Rural Development programmes		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (14 Hours) Concept, Nature, elements and scope of rural development – Significance of rural development in Indian context - Determinants of Rural Development- Socio-cultural barriers in rural development.			
Unit II: Approaches to Development (16 Hours) Characteristics of Developing Countries – Growth and Development - Balanced vs. Unbalanced growth Theories of development - Arthur Lewis theory of unlimited supply of labour -- Urbanization and its impact on rural development.			
Unit III: Strategies of Rural Development (14 Hours) Strategies of Rural development- Growth Centre -Welfare -Responsive - Holistic approach -Capacity Building and Empowerment - Participation -Assets based development - technology enabled rural development.			
Unit IV: Rural Development Programmes (18 Hours) Rural Development Programmes implemented so far (Objectives only) – MGNREGA – Provision of Urban Amenities in Rural Areas (PURA) Impact on Rural Development.			
Unit V: Recent Trends in Rural Development (13 Hours) Rural Development in developing countries: Nepal, Malaysia, Srilanka, Pakistan and African countries.			
Course outcome	CO1 Able to adopt the different approaches of rural development CO2 Apply the theories in practice CO3 Spread the knowledge of Rural Development Programmes		
Text Books <ol style="list-style-type: none"> Malcolm J. Moseley, 2010, Rural Development: Principles and Practice, Sage Publications, New Delhi. Katar Sing, 2016, Rural Development -Principles, Policies & Management, Sage Publications, New Delhi. Prasad, B.K, 2013, Rural Development, Surup and Sons, New Delhi Datt and Vasant, 2005, Fundamentals of Rural Development, Rawat publications, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> Khanna, Sulbha. 2003, Rural Development, Sonali Publication, New Delhi Datt and Rudra, 2008, Growth Poverty and Equality, Deep and Deep Publication, New Delhi 			

Year	IV	Semester	VII
MRDC 102	INCLUSIVE DEVELOPMENT		
Learning Objectives	LO1 To analyse the importance of inclusive development to the students LO2 To know the inclusive development of SC/ST and Minorities		
Total Credits	05		
Total Hours	75		
Unit I: Inclusive Development (14 Hours) Origin, meaning and definition-inclusive growth Vs Inclusive development – problems of marginalized and excluded communities in India – necessity for Inclusive Development.			
Unit II: Inclusive Development of Scheduled Castes (17 Hours) Caste as a barrier to the inclusive development of Scheduled Castes – constitutional provisions – reservation – National Policies, programmes, Laws and Legislations for promotion and protection of scheduled castes – major issues and challenges in the inclusive development of Scheduled Castes.			
Unit III: Inclusive Development of Scheduled Tribes (18 Hours) Ethnicity as a barrier to the inclusive development of Scheduled Tribes – constitutional provisions – reservation – National Policies, programmes, Laws and Legislations for Scheduled Tribes – issues and challenges in the inclusive development of Scheduled Tribes – Tribal sub plan.			
Unit IV: Inclusive Development of Minorities (14 Hours) Religion as sources of deprivation for minorities – constitutional safe guards – National policies and programmes for the welfare of minorities.			
Unit V: Inclusive Development of other Marginal Groups (12 Hours) Women – Differently abled – Transgender – Elderly – PLWHA – Small and Marginal Farmers – Agricultural Laborers – unorganized workers.			
Course Outcome	CO1 Able to importance of SC/ST/Minorities for inclusive development CO2 Can work for marginalized and disadvantaged groups		
Text Books <ol style="list-style-type: none"> Dubochet, Lucy, 2013, Making Post Matter for Socially Excluded Groups in India, Oxfam India Working Papers Series, Published by Oxfam India GOI, 2014, India Exclusion Report- A Comprehensive, Annually Updated Analysis on the Exclusion of Disadvantaged Groups in India, Books for Change, New Delhi. Shariff, Abusalah, 2012, Inclusive Development Paradigm: A Post - Sachar Report, US-India Policy Institute, Washington Justice Ranganath Misra Report of the National Commission for Religious and Linguistic Minorities, 2007, Ministry of Minority Affairs, Government of India. 			
Supplementary Readings <ol style="list-style-type: none"> Hickey, Sam, Kunal Sen, and Badru Bukunya, 2014, The Politics of Inclusive Development: Interrogating the Evidence, Oxford University Press, Oxford. Tsujita, Yuko, 2014, Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire. 			

Year	IV	Semester	VII
MRDC 103	PEOPLE 'S PARTICIPATION IN RURAL DEVELOPMENT		
Learning Objectives	LO1 To enable, the students to understand the importance of peoples' participation in Rural Development activities LO2 To understand the approaches of people's participation LO3 To learn about he participatory evaluation		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (12 Hours) Concept of participation - the challenges of participation - Issues concerning participation - Development strategy' - Re- think – The rural Poor - Participation as a strategy for rural development.			
Unit II: Approaches (20 Hours) Approaches and strategies of People Participation in agriculture - Resource Conservation - Forestry - Health - Education - Irrigation and water supply – Importance principles of participatory practices - key elements of participatory practices.			
Unit III: Methodology (10 Hours) Emerging methodology of Participation - Issues - stages - and Instrument of methodology of Participation - Training in the methodology of participation			
Unit IV: Issues (18 Hours) Participatory Evaluation - Conceptualizing the issue - Indicators of participation - Monitoring indicators of participation - Collecting information and data -Interpreting the information and participatory evaluation			
Unit V: Participatory Technology (15 Hours) Participatory technology development and transfer - main objectives - Analysis of needs and priorities-People participation in adoption of technology packages and practice			
Course outcome	CO1 Create awareness to the people on people's participation CO2 Able to take up the Rural Participatory Appraisal CO3 Can solve the issues of Participatory Evaluation		
Text Books <ol style="list-style-type: none"> Bamberger M (Edi), "Readings in Community Participation", Washington D.C. Economic Development of Institute of the World Bank, 2006. Peter Oakley and David Marsden, 2010, Approaches to Participation in Rural Development", International Labour Office, Geneva. Peter Oakeley et. al., 2010, Projects with People - The Practice of Participation in Rural Development, International Labour Office, Geneva. Sitananda Das A.M, 2010, Foundation of PRA Techniques, Allied Publishers, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> Somesh Kumar, 2003, Methods for Community Participation- A Complete Guide for Practitioners, Vistaar Publications, New Delhi. Robert Chambers,2004, Participatory Rural Appraisal. Concept Publishing Company, New Delhi. 			

Year	IV	Semester	VII
MRDC 104	COMMON PROPERTY RESOURCES FOR RURAL DEVELOPMENT		
Learning Objectives	LO1 To enable the students to understand about the common property resources LO2 To understand the current status of CPRs LO3 To know the management of CPRs for sustainable development		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (13 Hours) Introduction to Common Property Resources- Fundamentals-Concept-meaning-definition- Important and basic issues-CPR and Sustainable rural livelihoods.			
Unit II: CPR types & Relevance (16 Hours) Classification and types of CPR (Forest, Water, Land, Common Grazing Ground etc), Minor Forest Products- Rural Development-employment generation-Poverty reduction- Environment, Natural resources & CPR.			
Unit III: Issues and Problems in CPR (14 Hours) Decline of Common Property Resources and its major causes & consequences – Globalization-Population growth-Encroachments of CPR-other reasons for decline - Challenges on Sustainable Rural Livelihoods.			
Unit IV: Managing CPR (17 Hours) CPR management-Government initiatives to protect forest resources, stoppage of encroachments, Conservations- effective uses - sustainable management of rural resources-water- land-forest-Hill areas etc.			
Unit V: Role of CPR in Rural Development (15 Hours) Employment Generation- Empowerment of rural people- Land development- Water resources- Ponds & tanks' conservation- Crop production- Poverty reduction			
Course Outcome	CO1 Able to identify the common property resources CO2 Can sort out the issues of common property resources CO3 Give the management solutions to sustain the common property resources		
Text Books <ol style="list-style-type: none"> Gibbs, and Bromley, D.W, 2009 Common Property Resources: Ecology and Community- Based Sustainable Development. F.Berkes (ed.) Belhaven Press, 25 Floor Street, London, WC2E 9DS. Jodha, 2012, —Common Property Resources: A Missing Dimension of Development Strategies , World Bank Discussion Papers, No.169. Washington Arnold J.E.M. Stewart W.C, 1991, Common Property Resources Management for India, Oxford Forestry Institute, Oxford. Khan A.V. Majumdar .M, 2011. Common Property Resources Management, Academic Foundation, New Delhi 			
Suggested Readings <ol style="list-style-type: none"> Ellison Ostrom 2015 (Reissue) Governing communes : The Evolution of institution for Collective Action, Cambridge University Press, Cambridge. Bromley, 2012, –Environment and Economy: Property Rights and Public Policy , Oxford University Press, Oxford, UK. 			

Year	IV	Semester	VII
MRDE 105-1	RURAL DEVELOPMENT & EXTENSION (Inter Departmental Elective-1)		
Learning Objectives	LO1 To create an awareness of the present status of Rural Development and Extension Programmes in India LO2 To know the importance of Rural Development Extension LO3 To understand the approaches of Rural Extension		
Total Credits	03		
Total Hours	65		
Unit I: Introduction (10 Hours) Concept of Rural Development– Meaning and Definitions– Objectives – Nature and Scope – Functions – Earlier Experiments – Gandhi’s Sevagram – Santhiniketan and Marthandam Project.			
Unit II: Reaching the Unreached (11 Hours) Extension – Meaning – Objectives – Rural Extension – Principles – Techniques – Problems – Field Work – Lab to Land Concept – Technology Transfer – Extension Work and Rural Development.			
Unit III: Approaches (17 Hours) Strategies and Approaches – Lead Bank Approach – Integrated Rural Development – Poverty Reduction and Employment Generation – Recent Rural Development Programmes – Rural Housing and Sanitation – MNREGS: Objectives, Functions, Achievements – State Level Rural Development Schemes for Rural Poor Families and Vulnerable Section – Pudhu Vazhuv Thittam – Mahalir Thittam.			
Unit IV: Rural Organization (14 Hours) Rural Development Organizations and Extension Methods – NIRD –State Institute of Rural Development – Gandhigram Rural Institute – MORD, Government of India–Role of Extension in Rural Development–Recent Scenario.			
Unit V: Extension Programmes (13 Hours) Field Work – Village Visits – Contact Points – Interactions with Village Groups – Panchayat Raj – Youth Club – SHGs – Farmers Clubs and Other Rural Institutions			
Course Outcome	CO1 Capable to go for transfer of rural technology CO2 Ability to conduct extension programmes at the rural area		
Text Books			
1. Mohapatra.B.P., 2016, Dimension of Extension Education, New India Publishing Agency, New Delhi 2. Dubey V.K, 2008, Extension Education and Communication, New Age International, New Delhi 3. Grover I. 2002, Extension Management. Agro tech Publications, New Delhi 4. Adivi Reddy.A, 1998, Extension Education, Sri Lakshmi Press, Vijayawada			
Supplementary Readings			
1. Dubey V.K, 2008, <i>Extension for Rural Development</i> , New Age International, New Delhi. 2. Jalihal K.L, 2008, Fundamentals of Extension Education and Management, Concept Publishing Company, New Delhi			

Year	IV	Semester	VIII
MRDC 201	RURAL PROJECT PLANNING, MONITORING AND EVALUATION		
Learning objectives	LO1 To know the need for Rural Project Planning LO2 To identify the Rural Project for rural development LO3 To know the methodology for monitoring and evaluation		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (12 Hours) Rural Development Projects- Concepts- Planning- - Methods- Resource Mobilization- Need- Project Appraisal- Technical Feasibility, Economic Viability.			
Unit II: Project Identification (18 Hours) Project Identification- concepts- Thrust Area and Recent Development Issues- Factors- Dimensions of Rural Development Project- Awareness Oriented- Problem Solving Oriented- Employment Generation Oriented- Public Welfare Oriented.			
Unit III : Project Implementation and Monitoring (14 Hours) Essentials of Project Implementation, Monitoring of Rural Development Projects- Project Evaluation- Meaning – definitions- Types- Components- Objectivity.			
Unit IV : Project Evaluation (17 Hours) Independence in Evaluation - Transparency and Focus-Role of Project Implementing agencies in Evaluation- Participatory Evaluation – Scheduling – Gantt chart – CPM and PERT Techniques and Applications.			
Unit V: Completeness and Clarity of Reports (14 Hours) Utility- Reliability - Fairness and protection of the interests of the Beneficiaries Involved - Evaluation Recommendations- Feed Backs- International standards and Requirements.			
Course outcome	CO1 Able to prepare rural projects CO2 Capable to plan rural projects CO3 Can become a project monitor and evaluator		
Text Books <ol style="list-style-type: none"> 1. ADC, 2009, <i>Guidelines for Project and Programme Evaluations</i>, Austrian Development Cooperation, Vienna. 2. Stimson R.J.,etal 2002, <i>Regional Economic Development Analysis and Planning Strategy</i>, Springer – Verlag Berlin Publication, Heidelberg, London. 3. Shrivastava O.S. 2009, <i>Regional Economics and Regional Planning</i>, Anmol Publishing Pvt. Ltd., New Delhi. 4. Chand M. & Puri V.K. 1995, <i>Regional Planning in India</i>, Allied Publishers Ltd., New Delhi. 			
Reference Books <ol style="list-style-type: none"> 1. DFID, 2015, <i>Guidance on Evaluation and Review for Development Projects</i>. Department for International Development: London. 2. Misra & Puri, 2010, <i>Indian Economy</i>, Himalaya Publishing House, New Delhi 			

Year	IV	Semester	VIII
MRDC 202	ROLE OF NGOS IN RURAL DEVELOPMENT		
Learning Objectives	LO1 To expose the students to understand about the voluntary Agencies and voluntarism in solving the rural problems LO2 To identify the funding sources of NGO LO3 To know the training aspects of NGOs		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (18 Hours) NGO's - Concept - Meaning, functions and Types – Society – Trust – Associations – Registration Process - NGO and Social Responsibility Role of NGOs - Characteristics - Strength - Weakness-NGOs and GOs – Interaction.			
Unit II: NGOs Role in Rural development (13 Hours) Role of Non Governmental Organisations in Rural Development – Development of Agriculture, Industry, Health, Education and Infrastructural Development.			
Unit III: NGOs and Funding (15 Hours) Role and Functions of International Funding Agencies - Sustainability – Rural Livelihood Security- Social Responsibility – Development of Weaker Segments – Social Security.			
Unit IV: Voluntary Actions in Rural Development (12 Hours) Voluntary Agency in Rural Development - Agriculture, Industry, Health Education and Infrastructural Development.			
Unit V: Training and Development (17 Hours) Training and Development - Role and Function – Skill imparting, Training Types - International Funding - Donor agency – Central and State Government DRDA, Mahalir Thittam etc.			
Course Outcome	CO1 Able to form NGOs CO2 Able to find out the source of funding to the NGOs CO3 Able to get employment at NGOs CO4 Can become Counselors/Advisors to the NGOs		
Text Books			
1. Ganesh Babu K, 2012, NGOs and Rural Government Programmes, Discovery Publishing Pvt. New Delhi. 2. Bose S.G.R, 2008, NGOs and Rural Development: Theory and Practices, Concept Publishing Company, New Delhi. 3. Goel O.P, 2004, Role of NGOs In Development of Social System, Isha Books, New Delhi 4. Shah.P,1992, "Voluntarism: Concept and Issues," Sage Publications, New Delhi.			
Supplementary Readings			
1. Elumali. R, 1993, Rural Development and Management of Voluntary Organisations, Vikas Publishing Co, New Delhi 2. Goel O.P, 204, Strategic Management and policy issues of NGOs, Isha Books, New Delhi			

Year	IV	Semester	VIII
MRDC 203	RURAL INFRASTRUCTURAL DEVELOPMENT		
Learning Objectives	LO1 To enable the students to understand the nature of infrastructural resources for Rural Development. LO2 To understand the social infrastructure LO3 To analyse the rural communication technology LO4 To understand importance of Rural Energy		
Total Credits	05		
Total Hours	75		
Unit I : Rural Infrastructure (17 Hours) Meaning, Components -Importance of Rural infrastructure, Growth of Rural Infrastructure – Infrastructure Policy- Rural Infrastructure Development Fund (RIDF). Unit II : Rural Transportation (15 Hours) Types and Structure - Road and Rail Co- ordination - Rural transportation problems - Various Schemes for Rural Transportation Development in India. Unit III: Social Infrastructure (14 Hours) Concept -Components of Social Infrastructure, Education, Health, Drinking Water - Sanitations -Issues, problems and Remedies. Unit IV: Rural Communication and Information Communication Technology (14 Hours) Need, Sources, technology and Rural Communication, Issues and problems- Government policies for rural Communication Unit V: Rural Energy (15 Hours) Meaning and types - Sources of rural energy, Rural electrification Problems, Remedies and Programmes - Non-Renewable Energy.			
Course outcome	CO1 Able to understand the need of rural infrastructure CO2 Can get a way to create and maintain the rural infrastructure CO3 Can create an awareness about the renewable energy resources CO4 Can make a propaganda to reduce the use of non-renewable energy		
Text Books 1. Dutt and Sundaram, 2013, Indian Economy, S.Chand Publications, New Delhi 2. Adinarayana Reddy et al., 2010, Rural Infrastructure Development, Sonali Publications, New Delhi 3. Vasant Desai, 2012, Rural Development in India, Himalaya Publishing House, Mumbai. 4. Sundaram, & I. Satya, 2002, Rural Development, Himalaya Publishing House, Mumbai Supplementary Readings 1. Mishra S.K. and Puri V.K, 2012, Economics of Development and Planning, Himalaya Publishing House, Mumbai, 2. Sukhadeo Thorat, Samita Sirohi, 2013, Rural Infrastructure, Volume 4. Mittal Publications, New Delhi.			

Year	IV	Semester	VIII
MRDC 204	FIELD PLACEMENT PROGRAMME		
Learning Objectives	LO1 To analyse the role of NGOs in Rural Development LO2 To make a student to understand various activities and functions of an NGO allotted to them LO3 To train them to take up the project on NGO		
Total Credits	05		
Total Hours	70 (Field Preparation)		
Theoretical Orientation This course is aimed to understand the objectives, functions and achievements of an NGO Submission of Field Work Report The students have to the visit the NGO allotted to them during the week end. During the first instance, they have to collect the complete information about the NGO concerned. All the information should be recorded by means of writing. Particularly, they should record/collect the information on the area in which the NGO works. After having consultation with the Course Teacher, one of the area of work (for example SHGS through NGO, Health Insurance through NGO, Government Schemes through NGO etc has to be selected and the beneficiary has to be approached to collect the information. The collected information has to be analysed and the outcome and the lessons learnt through the field visit have to be recorded. The above are to be compiled and a report should be submitted not more than 25 pages. The Report should contain the Attendance Certificate obtained by the NGO concerned. A format will be prescribed to the students.			
Course outcome	CO1 Can get the information about the formation of an NGO to start an NGO CO2 Able to get employment at the NGOs. CO3 Become an advisor of the NGOs.		

Year	V	Semester	IX
MRDE 205	MICRO, SMALL AND MEDIUM ENTERPRISES & RURAL DEVELOPMENT (Inter Department Elective Course)		
Learning Objectives	LO1 To enable the students to know about the MSME LO2 Make them to understand the role of MSME in rural development LO3 To know about the role of DIC in MSME's growth		
Total Credits	03		
Total Hours	65		
Unit I: Introduction (11 Hours) Introduction to Rural Enterprises – Nature and Scope– Characteristics– Advantages– Role of Rural Enterprises in Rural Development			
Unit II: Micro Enterprises in Rural Area (11 Hours) Micro Enterprises in Rural Area– Size and Types – SHGs' Role- Micro-finance- Relevance- Self Employment.			
Unit III: Rural Small Enterprises in Rural Area (14 Hours) Procedures for Setting up of Rural Small Enterprises– Scope for Employment & Sustainable Livelihood Security– Factors of Location – Advantages, Government Support			
Unit IV: Rural Medium Enterprises (13 Hours) Rural Medium Enterprises- Scope- Production- NABARD– Role of DIC- Rural Industries- Farm based- Non-farm Sector Development.			
Unit V: MSME and Rural Development (16 Hours) Financial Institutions and Rural Enterprises – SIDBI– MSME – SBSGS – Subsidy - Sustainable Rural Enterprises – Role of Regional Rural Banks- World Council for Sustainable Business (WCSB).			
Course Outcome	CO1 Acquiring knowledge about MSME CO2 Able to establish micro enterprises CO3 Capable to Setting up of MSME		
Text Books <ol style="list-style-type: none"> 1. Subratha Kumar, 2013, Micro Enterprises and Rural Development in India, Concept Publishers, New Delhi 2. Indian Institute of Banking and Finance, 2017, MS & M Enterprises in India 3. Anil Kumar. S, 2015, Entrepreneurship and Small Business, J.K International Private Ltd., New Delhi 4. Paul Brans, 2015, Entrepreneurship and Small Business, Macmillan Education, Palgrave, U.K 			
Suggested Readings <ol style="list-style-type: none"> 1. Burrows, R., and J. Curran, 2012, Sociological Research on Service Sector Small Businesses: Some Conceptual Considerations, Concept Publication, New Delhi 2. Radhakrishnan, L., and P. Uma, 2010, Small and Medium Enterprises, Kalpaz Publications, New Delhi 			

Year	I	Semester	I
MRDE 205 - 1	WOMEN STUDIES (Departmental Elective –I)		
Learning Objectives	LO1 To create an awareness of the present status of Women LO2 To know theories of feminism LO3 To understand the women development programmes		
Total Credits	03		
Total Hours	65		
<p>Unit. I Concept and need for Women’s Studies -12 Hours Women’s movement in pre-independent and post- independent periods. National Committees and Commissions for Women Government Organizations for Women and Child Development, Governments policies and programs for Women’s development in Five Year Plans)</p> <p>Unit. II Theories of Feminism – 15 Hours Theories of feminism, Liberal feminism, Radical Feminism, Marxists Feminism, Socialist Feminism.</p> <p>Unit.III Women and Social system 12 Hours Sex ratio in rural-urban India - general sex ratio, sex ratio at birth-child sex rati-Women and Indian social system - family caste, class and religion wise discussion- Problems of girl children</p> <p>Unit. IV Women Development 13 Hours Women, Education and Health - Gender bias in enrolment, dropouts, trends in Women’s education since independence, Committees and commissions on education, adult literacy and non-formal education for women’s development. Health status of women in India – mortality and morbidity factors influencing nutrition and health. National health and population policies and programmes – maternal and child health approach (RCH), Issues of old age, HIV and AIDS control programme.</p> <p>Unit. V Women and work participation 13 Hours concept of work, productive non productive work, utility value and market value, women in organized and unorganized sectors, gender division of labour, child labour, mode of production, training, skills and income generation, new economic policy and its impact on Women’s employment – globalization and structural adjustment programmes.</p>			
Course Outcome	CO1 Capable to formulate for women development CO2 Ability to conduct women development programme at the rural area		
Text Books <ol style="list-style-type: none"> 1. Bowles and Duelli Kleim (ed.). Theories of Women's Studies.London: Routledge & Kegan Paul, 1988. 2. Pandey,D. Empowerment of Women: Participatory Action Research Approach, R CWS, 1995. 			
Supplementary Readings <ol style="list-style-type: none"> 1. Chanana,Karuna (ed.). Socialization, Education and Women: Explorations in Gender Identity. Delhi: Orient Longman, 1988. 2. Desai,Neera and Maithrai Krishnaraj. Women and Society in India. Delhi: Ajanta, 1987. 			

Year	I	Semester	I
MRDE 205 - 2	Rural Resource Management (Departmental Elective –II)		
Learning Objectives	LO1 To create an awareness of the present status of Rural Resources LO2 To understand the issues related to resource in Rural Area LO3 To Expose the advantage of rural resources and its management		
Total Credits	03		
Total Hours	65		
Unit-I : Introduction Concept - meaning - Types - Renewable Non-renewable resources - potentiality - distribution - Scope for economic development Unit – II: Physical Resources Physical Resources: Land, Forests - Minerals - Water resources and bio-sources to energy - generation. Non-Physical Resources; Finance Rural credit - Institutional Finance System and supply of credit. Human Resources: Human Capital formation investment for raising nutritional and educational standards of rural human resources. Unit – III: Social Resources Rural infrastructural Resources and social service Development - Development of Transport, Communication and Power - their impact. Unit-IV: Human Resources Human Resources - Human Capital formation - Human Resource Development Man power planning - Skill development Holistic approach to rural Human Resource Development and planning. Unit-V: Resource Management Resource Conservation and management; Resource Utilization deployment - appraisal - Eco system and Ecology- Ecological planning and management of terrestrial and Aquatic Eco system.			
Course Outcome	CO1 Capable to obtain knowledge and skills on rural resource Management CO2 Gaining & applying the principles of rural resources management.		
Text Books <ol style="list-style-type: none"> 1. Raman "Our Resources," National Book Trust, New Delhi 1980. 2. Negi B.S. "Geography of Resources", Kethar Nath Ram, Nath Publisher, N India 1990. Reference Books <ol style="list-style-type: none"> 1. Vaclav Sril etal (Eds)"Energy in the developing world.the real energy Crisis", < University press, New Delhi. 2. Mehta M.M."Human resource Development Planning"(1976) Millan co.,of Indi< New Delhi. 			

Year	V	Semester	IX
MRDC 301	COMMUNICATION AND EXTENSION TECHNIQUES		
Learning Objective	LO1 To teach the various methods of communication LO2 To understand the importance of extension LO3 To analyse the demonstration and contact methods of extension		
Total Credits	05		
Total Hours	75		
Unit I: Introduction Communication and Extension (16 Hours) Development communication- meaning, scope and purpose. Role of key communications in Rural Development- Extension teaching methods - Definition, Functions, Planning, Purpose, Classification, Combination, use of extension teaching methods and its advantages and limitations.			
Unit II: Methods of Contacts (15 Hours) Individual contact methods - Farm and Home visit, Office calls, Personal letter, observation/trial plots-Meaning, purposes procedure, advantages and limitations.			
Unit III: Method of Demonstrations (13 Hours) Group contact methods - Method and Result demonstrations, Group Meetings, Field Day, Group Discussion-Meaning, purpose, procedure, advantages and limitations			
Unit IV: Extension campaign (14 Hours) Mass contact methods - Farm publications, circular Letter, News articles, Campaign, Exhibition, Radio, Television. View data and Network system.			
Unit V: Advantages and Limitations (17 Hours) Extension Teaching Techniques - advantages, limitations, Projected and Non projected techniques, Informal Discussion, Lecture, Panel, Symposium, Colloquy, Seminar, Conference, Role Playing, Buzz Session, Workshop, Tours - Purpose, Procedure, Advantages and Limitations.			
Course outcome	CO1 able to get Skill on communication CO2 can acquire knowledge on different extension methods CO3 Capability on field demonstration methods		
Text Books <ol style="list-style-type: none"> Adivi Reddy, A, 2005, Extension Education, Sree Lakshmi Press., Bapatla. Annamalai, R.M, 2007, Extension Methods and Their Principles, Palanippa Printers, Thirunelveli. Dhaha, O.P and O.P. Bhatnagar, 2005, Education and Communication for Development. Oxford and IBH Publishing Company, New Delhi. Mohapatra.B.P., 2016, Dimension of Extension Education, New India Publishing Agency, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> Ray, G.L., 2001, Extension Communication and Management. Naya Prakash, Calcutta. Dubey V.K, 2008, Extension Education and Communication, New Age International, New Delhi 			

Year	V	Semester	IX
MRDC 302	RESEARCH METHODOLOGY		
Learning Objectives	LO1 To enable the students to understand social science research LO2 To impart skills to undertake empirical studies LO3 To analyse the Research Problem LO4 To apply the statistical techniques		
Total Credits	05		
Total Hours	75		
Unit I: Research Fundamentals: (14 Hours) Meaning, objectives and Motivation in research- Types of Research - Research Process- Relevance & Scope of Research in functional areas - Practical and Applications: Identify the research problems with reference to rural development.			
Unit II: Research Design and Sampling Techniques (17 Hours) Introduction, Meaning, Characteristics, Advantages, Importance of a Good Research Design.-Types of Research Designs and various Steps- Census Survey and Sampling Techniques- Simple Random Sampling, Stratified Sampling, Cluster Sampling, Quota Sampling-Practical and Applications: Preparation of research and sample design.			
Unit III: Data Collection, Processing and Analysis: (18 Hours) Data Types: Primary and Secondary data - Methods of Primary Data Collection- Observation Method, Interview Method, Mailed Questionnaire Method - Sources of Secondary Data - Editing, Coding, Classification and Tabulation of Data, Analysis and Interpretation of data - Practical and Applications: Exercise on data collection and presentation.			
Unit IV: Testing of Hypothesis and report Writing (10 Hours) Introduction to testing of Hypothesis- Definitions of Terms: Null and Alternative Hypothesis.			
Unit V: Processing of data and Report writing (16 Hours) Processing, Editing, coding. Tabulation, interpretation and analysis of data report writing and presentation of references. Computer software Packages in social Research- Case studies in Rural Research.			
Course Outcome	CO1 Knowledge on social science research CO2 Capability to collect data at the field level CO3 Proficiency in data analysis through Software packages		
Text Books <ol style="list-style-type: none"> 1. Kothari C.R, Gaurav Garg, 2016, Research Methodology: Methods and Techniques, New Age International, New Delhi 2. Bhattacharya D.K, 2014, Research Methodology, Excel Books India, New Delhi 3. Gupta M & Gupta D, 2011, Research Methodology, PHI Learning Pvt. Ltd., New Delhi 4. Ranjith Kumar, 2005, Research Methodology : A Step by Step Guide for Beginners, Pearson Publication, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> 1. Kerlinger F.N., 2008, Foundations of Behavioural Research", Surjeet Publications, New Delhi 2. Pannervelam. R., 2014, Research Methodology, PHI Publishers, New Delhi 			

Year	V	Semester	IX
MRDC 303	RURAL ENTREPRENEURSHIP DEVELOPMENT		
Learning Objectives	LO1 To enable the students to acquire entrepreneurial skills LO2 To know about the rural enterprises LO3 To acquire basic knowledge on rural business		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (15 Hours)			
Rural Entrepreneurs and Entrepreneurship - definition, meaning, Characteristics of entrepreneur - Entrepreneurship development Process -Entrepreneurial quality, Capability of resources, Rural Enterprise Management and Social responsibility			
Unit II: Rural Enterprises (18 Hours)			
Rural Enterprises - Meaning, definition, Characteristics and types of enterprises - Difference between entrepreneurship and self employment and income generation activities - steps in setting up a small industrial enterprise – SWOT analysis product selection and market survey, marketing - concepts elements - strategy segmentation market positioning and marketing mix.			
Unit III: Rural Business (19 Hours)			
Rural small business management - process of Management - meaning organizing - Leading, Co- coordinating, and controlling, Training Programmes for entrepreneurship development, Entrepreneurial motivation and motives for entrepreneurship, Guidelines for entrepreneurship programme.			
Unit IV: Practices of Entrepreneurship (10 Hours)			
Entrepreneurship – practices in Primary sectors – Secondary Sectors and Service sectors – Social Entrepreneurship and Green Entrepreneurship.			
Unit V: Support System (13 Hours)			
Organizations in the service of Entrepreneurs – NABARD, Mahalir Thittam, NGOs – Universities – District Industrial Centre – TAHDCO - Objectives and functions– Project Formation – Proposal Follow-up.			
Course Outcome	CO1 Acquiring knowledge about entrepreneurship and entrepreneurial activities CO2 Capability to start rural business CO3 Expertise in SWOT analysis		
Text Books			
1. Dhillon, P.K, 1993, Women Entrepreneurs - Problems and Prospects, Blaze Publishers and distributors Pvt. Ltd., New Delhi 2. Dwiredi A.K., Anitha.S.2012, Rural Entrepreneurship Development in Liberalized era, Book well Publishers, New Delhi 3. Sangeetha Sharma, 2018, Entrepreneurship Development, PMT Learning Publishers New Delhi. 4. Sanjay R. Ajmeri, 2015, Entrepreneurship Development, Lulu.Com			
Supplementary Readings			
1. Sivakamasundari.S, 1995, Entrepreneurship Development for Rural Women, Asian and Pacific Centre for Transfer of Technology, New Delhi 2. Khanka S.S, 2007, Entrepreneurial Development, S.Chand & Company, New Delhi			

Year	V	Semester	IX
MRDC 304	FIELD PRACTICUM (BLOCK PLACEMENT)		
Learning Objectives	LO1 To enable the students to have firsthand knowledge about the Rural situation, LO2 To give the student an opportunity for better interaction with the rural people		
Total Credits	05		
Total Hours	70		
Activities:			
<ol style="list-style-type: none"> 1. Village adoption 2. Observation study 3. Extension visit 4. Village stay Programme 5. Field Placement Programme in leading NGO's 6. Carry out small Research Projects. 7. Exposure to Rural problems 8. Preparation of profile on socio-economic conditions of Villages. 9. Impact studies. 10. Celebration of National Holidays and participation in Village festivals. 			
Course Outcome	CO1 Knowledge about the village adoption CO2 Practical knowledge on rural problems CO3 Complete details about the Block Development Office, DRDA and their functions		

Year	II	Semester	I
MRDE 305-1	SWACHH BHARAT PROGRAMME (Inter Departmental Elective)		
Learning Objectives	LO1 To understand the importance of Swachh Bharath Programme LO2 To analyse the objectives of Swachch Bharath Programme LO3 To analyse the campaign for Swachch Bharath Programme		
Total Credits	03		
Total Hours	65		
Unit I: Introduction (11 Hours)			
Swachh Bharat- Concept- Meaning – Background- Introduction- Indo- Nepal Swachh			

Project- Sanitation facilities-Village Cleanliness -safe and Adequate Drinking Water Supply-
Nation Clean.

Unit II: Swachh Bharat and Its Recent Scenario (15 Hours)

Central Rural Sanitation Programme- Individual Sanitary Latrines- Low cost Technologies-
Total Sanitation Campaign- Proper Sanitation- Strategies- Drainage System- Soakage Pits-
Disposal of solid Wastes- Health Education

Unit III: Swachh Bharat Campaign (14 Hours)

Swachh Bharat Campaign- Common Public Awareness- Role of Government- Schools &
Colleges- Clean India- Strategies- Approaches- Planning- Usefulness-National Level
Campaign- State Level Initiatives- Role of Local Governments- Districts- DRDA- Blocks- BDO-
Village- village Panchayats

Unit IV: Swachh Bharat and Rural Development (13 Hours)

Environmental Sanitation- Open defecation Free Villages- Solid Waste Collection- Re- use
Pattern- Convert into Natural Manures- Vermi-Compost based Toilets- Energy Generation of
Solid Wastes- Re-introduction of Gobar Gas Generation.

Unit V: Village Visit & Field Work (12 Hours)

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

Course outcome	CO1 Can participate in the programme for the sanitation development CO2 Adoption of villages and to implement the programme CO3 Create awareness among the rural people on this aspect CO4 Able to take up the village visit and field work
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Reference Books

1. Swachh Bharath Abhiyan (Gramin), Ministry of Drinking Water and Sanitation,
Government of India, New Delhi
2. Swachh Bharath Abhiyan (Gramin), SLWM, MHM & Gender Guidelines, Ministry of
Drinking Water and Sanitation, Government of India, New Delhi
3. Swachh Bharath Abhiyan (Gramin), Corporate Social Responsibility Guidelines,
Ministry of Drinking Water and Sanitation, Government of India, New Delhi

Year	II	Semester	IV
MRDC 405 (Elective)	RURAL TOURISM & EMPLOYMENT GENERATION (Departmental Elective -1)		
Learning Objectives	LO1 To teach the fundamentals of Rural Tourism LO2 To understand the factors responsible for Rural Tourism		
Total Credits	03		
Total Hours	65		
Unit I: Introduction (12 Hours) Tourism – Concept – Meaning – History of Tourism – Importance and Its Significance of Tourism – Increase in Foreign Exchange – Tourism Potential and Indian Economic Development – Tourism versus Leisure.			
Unit II: Factors of Tourism (13 Hours) Tourism Factors Land, Water, Forest, Hill Tourism – Social – Cultural, Sports – Education – Seasonal Attraction – Movement of People – Culture and Outflow during Potential Seasons			
Unit III: Tourism Types (14 Hours) Types– Rural – Urban – Business – Educational – Cultural – Religious – Economic and Environmental – Tourism Activities – Tourism Place – Infrastructural Facilities – Hotels and Restaurants – Guest Houses – Transport Facilities – Interaction and Communication Facilities – Other Promotional Activities.			
Unit IV :Tourism as an Industry (13 Hours) Tourism as a Product – Product Nature – Product Sale – Product Pricing, Tourism Industry in India: Distribution, Growth and Development – Ticketing – Accommodation – Catering – Inflow and Outflow of Tourists – Importance of Tourism			
Unit V :Tourism and Employment (13 Hours) Tourism – Potential – Employment Opportunities: Part-time Guide – Local People Avenues – Scope in Marketing – Catering – Vendors – Employment opportunities for Rural People – Standard of Living and Their Rural Livelihood in terms of Tourism – Tourism Policy and Five Year plans.			
Course Outcome	CO1 Obtain Knowledge on rural tourism CO2 Can become a rural tourism organizer CO3 Can become a rural tourism guide		
Text Books:			
1. Nagapathi, K. S, 2008, <i>Tourism Development – A New Approach</i> , Concept Publications, New Delhi			
2. Lama, B., 2010, <i>Tourism: Planning and Approaches</i> , Deep & Deep Publications Pvt. Ltd, New Delhi			
3. Prudhi R, 2012, <i>Rural Tourism: Challenges and Paradigm</i> , Discovery Publishing House Ltd, New Delhi			
4. Katherine Dashper, 2014, <i>Rural Tourism: An international perspectives</i> , Cambridge Scholars Publishing House, London			
Supplementary Readings			
1. Harish Bhatt and B. S. Badan, 2010, <i>Sustainable Tourism</i> , Commonwealth Publishers, New Delhi			
2. Sinha, P. C, 2007, <i>Tourism: Concept & Dimensions</i> , Anmol Publication, New Delhi			

Year	II	Semester	III
MRDE 305 - 2	VOLUNTARISM AND RURAL DEVELOPMENT (Departmental Elective –II)		
Learning Objectives	LO1 To create an awareness regarding the voluntarism LO2 To know formation of NGOs LO3 To understand the Funding pattern of the NGOs LO4 To understand the role of corporate sector in rural development		
Total Credits	03		
Total Hours	65		
<p>Unit. I Philosophy and Theoretical Issues of Voluntarism (15 Hours) Concepts of VOs and NGOs : types of NGOs and Vos, Organisational structure and function. Relationship between Vos /NGOs and the state – NGO – Panchayet interface. International NGOs- their objectives, structures, strategies and contributions (DFID, OXFAM, UNICEF, CINNY,GTZ,SWID etc. Review of the working of Selected National/ state /local level NGOs – RKM, Pradhan, PRIA, SEWA, MYRADA, M. S. Swaminathan Research Foundation . Ralegaon Sidhi , MV Foundation etc.</p> <p>Unit. II Formation, rules and regulations (15 Hours) Registration of NGOs . Societies Registration Act. Memorandum of Association . Rules and Regulations . Executive Committee . Powers . Duties . Tenure of Office . Funds . Income Tax Exemptions - Winding-up of NGOs -NGO Registration under Foreign Contribution Regulation Act (FCRA) . Guidelines and Procedure</p> <p>Unit. III Funding of NGOs (11 Hours) Strategies, sources of fund, and efficiency of NGOs and Vos .Funding agencies for NGOs . CAPART . Central Social Welfare Board . State Social Welfare Board . Other Central and State Government Departments . International Donor agencies</p> <p>Unit. IV Corporate Sector and Rural Development (12 Hours) Corporate Social Responsibility . Case Studies (Activities in different spheres: Education, Health, Agriculture and Service sectors).</p> <p>Unit. V Working with Communities (12 Hours) Community Organization . Definition and Principles Civil Society Organisations. .Models and Strategies of Community Organization: Locality Development Model .Social Planning Model . Social Action Model . Methods of Community Organization.</p>			
Course Outcome	CO1 Capable to start NGO CO2 Ability to conduct NGO activities CO3 Able to work with the communities		
Text Books			
1. Ganesh Babu K, 2012, NGOs and Rural Government Programmes, Discovery Publishing Pvt. New Delhi. 2. Bose S.G.R, 2008, NGOs and Rural Development: Theory and Practices, Concept Publishing Company, New Delhi. 3. Goel O.P, 2004, Role of NGOs In Development of Social System, Isha Books, New Delhi 4. Shah.P,1992, "Voluntarism: Concept and Issues," Sage Publications, New Delhi.			
Supplementary Readings			
1. Elumali. R, 1993, Rural Development and Management of Voluntary Organisations, Vikas Publishing Co, New Delhi 2. Goel O.P, 204, Strategic Management and policy issues of NGOs, Isha Books, New Delhi			

Year	II	Semester	III
SOSC 306	SOFT SKILLS		
Learning Objectives	LO1 To train students in soft skills LO2 To enable them to be professionally competent LO3 To create interpersonal skills LO4 To obtain professional skills		
Total Credits	03		
Total Hours	65		
Unit I: Soft Skills and Personality Development (15 Hours) Soft Skills: Meaning and Importance - Hard Skills versus Soft Skills - Self Concept: Self Awareness, Self Development and Self Realisation – Power of Positive Attitude – Etiquette and Manners. Listening: Types of Listening, Effective Listening and Barriers to Listening – Assertive Communication			
Unit II: Communication Skills (14 Hours) Oral Communication: Forms, Types of Speeches and Public Speaking – Presentation: Elements of Effective Presentation and Use of Visual Aids in Presentation. Written Communication: Strategies of Writing – Business Letters: Form, Structure and Formats – Types of Business Letters – Memos – Agenda and Minutes. Non-verbal Communication: Body Language and Proxemics.			
Unit III: Interpersonal Skills (14 Hours) Interpersonal Skills: Relationship Development and Maintenance and Transactional Analysis. Conflict Resolution Skills: Levels of Conflict and Handling Conflict - Persuasion – Empathy – Managing Emotions – Negotiation: Types, Stages and Skills – Counseling Skills.			
Unit IV: Employability Skills (12 Hours) Goal Setting – Career Planning – Corporate Skills – Group Discussion – Interview Skills – Types of Interview - Email Writing – Job Application – Cover Letter - Resume Preparation.			
Unit V: Professional Skills (10 Hours) Decision Making Skills – Problem Solving – Emotional Intelligence – Team Building Skills – Team Spirit – Time Management – Stress Management: Resolving Techniques.			
Course Outcome	CO1 Acquire knowledge on soft skills CO2 Able to communicate and write CO3 Development of interpersonal skills CO4 Obtain business and professional skills		
Text Books <ol style="list-style-type: none"> Ghosh, B.N., 2012, Managing Soft Skills for Personality Development. (Ed). New Delhi: Tata McGraw Hill Education Pvt. Ltd., New Delhi Krishna Mohan and Meera Banerji, 2009, Developing Communication Skills. (2nd Edition), MacMillan Publishers India Ltd., New Delhi Neera Jain and Shoma Mukherji, 2012, Effective Business Communication, Tata McGraw Hill Education Pvt. Ltd., New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> Rao, M.S. 2011, Soft Skills - Enhancing Employability: Connecting Campus with Corporate, I.K International Publishing House Pvt. Ltd., New Delhi Ashraf Rizwi, M, 2010, Effective Technical Communication, Tata McGraw Hill Education Pvt. Ltd., New Delhi 			

Year	II	Semester	IV
MRDC 401	SHGs AND WOMEN EMPOWERMENT		
Learning Objectives	LO1 To enable the students to understand the concept of women empowerment. LO2 To know about the activities of SHG LO3 Analyse the credit system and its impact on rural development		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (14 Hours) Self Help Groups: Meaning, Concept, Definition, Structure and Objectives of SHGs, Elements of SHGs – SHGs in Tamil Nadu – Indian Scenario.			
Unit II: Function of SHGs (16 Hours) Self Help Groups and Promotion: Role of Self Help Groups – Stages and Role of NGOs – Saving Operations of SHGs – Credits Operation of SHGs – Saving and Credit Programmes of SHGs – SHG Meetings: Weekly, Monthly, Office Bearers, Membership and Account Maintenance.			
Unit III: SHGs Promotion Strategy (15 Hours) Issues of SHGs – Problems Faced by the SHGs Members – Revolving Fund – Economic Activities – Social Activities – SHGs and Bank Linkage – Strategy and Methods of SHGs Promotion – Factors of Promotion.			
Unit IV: Women Empowerment (15 Hours) Concept – Definition – Elements –Importance –Women Empowerment and Rural development- Poverty Reduction – Role of Micro Finance Institutions.			
Unit V: Role of SHGs in Rural Development (15 Hours) Contributions of SHGs to Women Empowerment Micro Credit: Concept – Definition – Features – Development – Types of Micro Credit – Micro Credit versus Microfinance – Credit Planning: Agricultural Activity, Entrepreneurial Activity, Service Activity – Impact of Microfinance and the SHGs.			
Course Outcome	CO1 Capable to form SHGs CO2 Become an advisor to the SHGs CO3 Capability to start an entrepreneurial activities		
Text Books			
1. Lalitha, N, 2013, <i>SHGs and Women Empowerment</i> , Concept Publications, New Delhi. 2. Sinha. F, 2009, <i>Micro Finance Self Help Groups in India</i> , Practical Action Publishers, NewDelhi 3. Abdul Raheem A, 2013, <i>Women Empowerment through SHGs</i> , The New Century Book House, Chennai 4. Neeta Tapan, 2010, <i>Micro Credit, SHG and Women Empowerment</i> , Concept Publishers, New Delhi			
Supplementary Readings			
1. Rajasewari, S, 2002, <i>Micro- Finance and Rural Poor</i> , Concept Publication, New Delhi 2. WWW.WOMENDEVELOPMENTCORPORATION.COM			

Year	II	Semester	IV
MRDC 402	DISASTER MANAGEMENT		
Learning Objectives	LO1 To make the students to understand the disaster management techniques in community development. LO2 To find out the reasons for man made disaster LO3 Acquiring knowledge on GIS to find out disaster		
Total Credits	05		
Total Hours	75		
Unit I: Introduction to Natural Disaster (13 Hours) Nature, characteristics and types of Disasters -Causes and effects of Disaster - Disaster Profile of India - Disaster Management cycle.			
Unit II: Natural and Man Made Disasters (17 Hours) Geological and Mountain Area Disasters (Earthquakes, Volcanic Eruption, Landslides and Snow Avalanches) - Wind and Water Related Disasters (Floods and Flash Floods, Droughts, Cyclones and Tsunamis) - Man Made Disasters (Fires and Forest Fires, Nuclear, Biological and Chemical disaster and Road Accidents).			
Unit III: Natural Disaster Management (14 Hours) Prevention and Preparedness - Preparedness Plan - Disaster Mitigation - Mitigation strategies and management – Reconstruction and Rehabilitation - Damage Assessment, Development of Physical and Economic Infrastructure, Education and Awareness - Roles & Responsibilities of GOs and NGOs.			
Unit IV: Technologies for Disaster Management: (15 Hours) Role of IT in Disaster Preparedness - Remote Sensing, GIS and GPS - Modern Technologies for the Emergency communication.			
Unit V: Disaster Response and Management: (16 Hours) Communication and Activation of Emergency Preparedness Plans- Search, Rescue, Evacuation and other logistic management - Psychological Response and Rehabilitation - Trauma and Stress Management - Medical and Health Response to Different Disasters - Relief and recovery management.			
Course Outcome	CO1 Knowledge about the different types of disaster CO2 Differentiate between natural and manmade disaster CO3 Handling the disaster (Mitigation and rehabilitation process)		
Text Books			
1. Jack Pinkowski, (2008) Disaster Management – Hand Book, CRC Press, Taylor and Francis Group, New York 2. Jeffrey G Bumgarner (2008), Emergency Management: A reference Hand Book, Contemporary World Issues, Oxford, England. 3. Jagbir Singh, 2010, Disaster Management : Future Challenges and Opportunities, I.K. International Publishing House Pvt. Limited, New Delhi 4. Vino K Sharma, 2013, Disaster Management, Meditech Publishers, New Delhi			
Supplementary Books			
1. Singh R.B, 2013, Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi 2. Harsh K Guptha, 2003, Disaster Management, Universities Press, New Delhi			

Year	II	Semester	IV
MRDC 403	CASE STUDY & VILLAGE SURVEY		
Learning Objectives	LO1 The main aim of the course is to educate the students to know about the case study LO2 To enable the student to conduct a case study with reference to a village. LO3 To provide the practical knowledge about the particular unit in the context of rural development		
Total Credits	05		
Total Hours	70		
Course content			
The course comprises two parts such as			
Theoretical Orientation			
The students will be taught about the skills and techniques to conduct the case study at village level. They will be given an opportunity to select, visit and observe the social, economic, environmental, psychological cultural and political characteristics and their related programmes/schemes in a selected village.			
Submission of Report			
The individual should submit a report to the department, on the basis of the guidance of the course teacher concerned..			
Course Outcome	CO1 Well versed in village survey CO2 Proficiency in case study CO3 Possibility to get the job of enumerator		

Year	II	Semester	IV
MRDC 404	PROJECT WORK		
Learning Objectives	LO1 To enable the student to conduct a study, with reference to a village, by taking a problem for analysis and salvation using research methods and statistical tools LO2 To get training on data collection		
Total Credits	06		
Total Hours	70		
<ul style="list-style-type: none"> All the Students should take up the research work on the any of the rural problems with the consultation of the Guide. Finally a dissertation is to be submitted as per the University Examination Rule. 			
Course Outcome	CO1 Acquiring skills to take up a project CO2 Expertise in a rural project CO3 Capability to different techniques of projects		