ANNAMALAI UNIVERSITY

ANNAMALAI NAGAR 608 002

FACULTY OF ARTS
CENTRE FOR RURAL DEVELOPMENT

M.A.
RURAL DEVELOPMENT

FIVE YEAR PROGRAMME
ON-CAMPUS PROGRAMME CODE ARUR 51

Regulations and Syllabus
With effect from 2019-2020
REGULATIONS FOR THE FIVE-YEAR INTEGRATED POST GRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

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

1. Definitions and Nomenclature

1.1 University refers to Annamalai University.

1.2 Department means any of the academic departments and academic centres at the University.

1.3 Discipline refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.

1.4 Programme encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.

1.5 Course is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/Report writing/viva-voce etc. Each course has a course title and is identified by a course code.

1.6 Curriculum encompasses the totality of student experiences that occur during the educational process.

1.7 Syllabus is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.

1.8 Academic Year refers to the annual period of sessions of the University that comprises two consecutive semesters.

1.9 Semester is a half-year term that lasts for a minimum of 90 working days. Each academic year is divided into two semesters.

1.10 Choice Based Credit System A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.

1.11 Core Course is mandatory and an essential requirement to qualify for the Degree.
1.12 **Elective Course** is a course that a student can choose from a range of alternatives.

1.13 **Value-added Courses** are optional courses that complement the students’ knowledge and skills and enhance their employability.

1.14 **Experiential Learning** is a process of learning through experience. It is specifically defined as “learning through reflection on doing”.

1.15 **Extension activities** are the activities that provide a link between the University and the community such as lab-to-land, literacy, population education, health awareness and environmental awareness programmes. These are integrated within the curricula with a view to sensitise the students about Institutional Social Responsibility (ISR).

1.16 **Credit** refers to the quantum of course work in terms of number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.

1.17 **Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.

1.18 **Programme Outcomes (POs)** are statements that describe crucial and essential knowledge, skills, and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.

1.19 **Programme Specific Outcomes (PSOs)** are statements that list what the graduate of a specific programme should be able to do at the end of the programme.

1.20 **Learning Objectives also known as Course Objectives** are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

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

1.22 **Grade Point Average (GPA)** is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in Section 11.3.

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

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

2. **Programmes Offered and Eligibility Criteria**

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

<table>
<thead>
<tr>
<th>Faculty of Arts</th>
<th>Programme</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M.A. Rural Development</td>
<td>A pass in H.S.E. (10+2 level) OR Equivalent thereto.</td>
</tr>
</tbody>
</table>
2.1 In the case of SC/ST and Differently-abled candidates, a pass is the minimum qualification for all the above Programmes.

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

4. Programme Duration
4.1 The Five Year Master’s Programmes consist of five academic years and ten semesters.
4.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.
4.3 Each semester will have 90 working days (18 weeks).

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

5.2 Language Courses
5.2.1 Each student shall take two languages of four courses each, one in each semester for the first two years of the programme.
5.2.2 Language-I shall be Tamil or another language such as Hindi or French.
5.2.3 Language-II shall be English.

5.3 Core courses
5.3.1 These are a set of compulsory courses essential for each programme.
5.3.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

5.4 Allied Courses
5.4.1 Each student shall take courses in two disciplines allied to the main subject of the programme in the first four semesters.
5.4.2 In Arts, Indian Languages, and Education, there will be three Theory Courses each for Allied-I and Allied-II.
5.4.3 In Science and Marine Sciences, each allied discipline shall have two Theory courses and one Practical courseeach for Allied-I and Allied-II.

5.5 Elective Courses
5.5.1 Departmental Electives (DEs) are the Electives that students can choose from a range of Electives offered within the Parent Department offering the Programme.
5.5.2 **Interdepartmental Electives (IDEs)** are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.

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

5.6 **Soft Skills**

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

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

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

5.7 **Value Education**

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

5.8 **Experiential Learning**

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

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

5.9 **Extension Activities**

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

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

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

5.9.4 Extension activities shall be conducted outside the class hours.

5.10 **Project**

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

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

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

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

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

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

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

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

5.12 Online Courses

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

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

5.12 Credit Distribution

The credit distribution is detailed in the Table.

<table>
<thead>
<tr>
<th>Semester I to VI</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language-I (Tamil or any other Language)</td>
<td>12</td>
</tr>
<tr>
<td>Language-II (English)</td>
<td>12</td>
</tr>
<tr>
<td>Core Courses</td>
<td>60-65</td>
</tr>
<tr>
<td>Allied-I</td>
<td>10</td>
</tr>
<tr>
<td>Allied-II</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td>Soft skills</td>
<td>12</td>
</tr>
<tr>
<td>Environmental studies (UGC mandated)</td>
<td>2</td>
</tr>
<tr>
<td>Value Education</td>
<td>2</td>
</tr>
<tr>
<td>Experiential learning</td>
<td>4</td>
</tr>
<tr>
<td>Extension activities</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits (Semester I to VI)</strong></td>
<td><strong>140-145</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester VII to X</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>65-75</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td>Project</td>
<td>6-8</td>
</tr>
<tr>
<td><strong>Total Credits (Semester VII to X)</strong></td>
<td><strong>90-95</strong></td>
</tr>
<tr>
<td><strong>Total Credits Semester I to X (Minimum requirement for the award of Degree)</strong></td>
<td><strong>230-240</strong></td>
</tr>
</tbody>
</table>

*Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 230-240 credits.*
5.13 **Credit Assignment**
Each course is assigned credits and credit hours on the following basis:
1 Credit is defined as
1 Lecture period of one hour per week over a semester
1 Tutorial period of one hour per week over a semester
1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

6 **Attendance**
6.1 Each faculty handling a course shall be responsible for the maintenance of *Attendance and Assessment Record* for students who have registered for the course.
6.2 The Record shall contain details of the students’ attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition, the Record shall also contain the organisation of lesson plan of the Course Instructor.
6.3 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.
6.4 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.
6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.
6.6 Each student should earn minimum of 75% attendance in the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.
6.7 Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness.

7 **Mentor-Mentee System**
7.1 To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.
7.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.
7.3 The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extracurricular activities.
8. **Examinations**

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

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

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

8.4 **Continuous Internal Assessment Tests**

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

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

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

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

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

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

8.5 **End Semester Examinations (ESEs)**

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

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

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

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

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

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

9.2 Assessment of CIA Tests
9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor
9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

<table>
<thead>
<tr>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-I &amp; Test-II</td>
</tr>
<tr>
<td>Seminar</td>
</tr>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-I</td>
</tr>
<tr>
<td>Test-II</td>
</tr>
<tr>
<td>Viva-voce and Record</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

9.3 Assessment of End-Semester Examinations
9.3.1 Double Evaluation for the ESE is done by the University Teachers.

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

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

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

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

9.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.
9.4.5 The Project Evaluation Committee will comprise of the Head of the Department, Project Supervisor, and a senior faculty.

9.4.7 The marks shall be distributed as follows:

<table>
<thead>
<tr>
<th>Continuous Internal Assessment (25 Marks)</th>
<th>End Semester Examination (75 Marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review-I: 10</td>
<td>Project / Dissertation Evaluation</td>
</tr>
<tr>
<td>Review-II: 15</td>
<td>Viva-voce</td>
</tr>
<tr>
<td></td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

9.5 Assessment of Value-added Courses

9.5.1 VACs shall be evaluated completely by Internal Examiners.

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

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

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

9.6 Passing Minimum

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

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

10. Conferment of the Master’s Degree

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

11. Marks and Grading

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

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

11.3 The GPA is calculated by the formula

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

where, \( C_i \) is the Credit earned for the Course \( i \) in any semester;
11.4 **CGPA** is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

\[
CGPA = \frac{\sum_{i=1}^{n} \sum_{i=1}^{m} c_i G_i}{\sum_{i=1}^{n} \sum_{i=1}^{m} c_i}
\]

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

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

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

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

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

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

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

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

11.7 **Course-Wise Letter Grades**
11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

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

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

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

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

12. **Provision for Withdrawal from the End Semester Examination**

12.1 The letter grade W indicates that a candidate has withdrawn from the examination.

12.2 A candidate is permitted to withdraw from appearing in the ESE for one course or courses in ANY ONE of the semesters ONLY for exigencies deemed valid by the University authorities.

12.3 **Permission for withdrawal from the examination shall be granted only once during the entire duration of the programme.**

12.3 Application for withdrawal shall be considered only if the student has registered for the course(s), fulfilled the requirements for attendance and CIA tests.

12.4 The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.

12.5 Withdrawal is not granted for arrear examinations of courses in previous semesters and for the final semester examinations.

12.6 Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.

12.7 Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the student to qualify for First Class with Distinction.
13. Academic misconduct
Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students’ work, removing/defacing department library or computer resources, stealing other students’ notes/assignments, electronically interfering with other students’ University’s intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitised on issues of academic integrity and ethics.

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

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

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

SCHEME OF EXAMINATION - 2019-2020

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

Outcome of the Programme
- Can get an opportunity to appear State/Central Government competitive examinations.
- Rural Development Students are eligible to apply for the Posts at Rural Development Departments both at Central and State Level.
- Can get employment both at National and International level NGOs.
- In corporate sector, the students can get Rural Welfare Manager/Officer jobs
- Can get the Rural Project Officers/Assistants/Enumerator Posts
# Programme Structure (For Students admitted from the academic year 2019-2010)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours/Week</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAC 11</td>
<td>Part –I Language Tamil/ IHIC Hindi/IFRC French*</td>
<td>3</td>
<td>3 75 25 100</td>
</tr>
<tr>
<td>IENC 12</td>
<td>Part II English: English Through Literature I: Prose **</td>
<td>3</td>
<td>3 75 25 100</td>
</tr>
<tr>
<td>IRDC 13</td>
<td>Core 1: Introduction to Rural Development</td>
<td>4</td>
<td>4 75 25 100</td>
</tr>
<tr>
<td>IRDC 14</td>
<td>Core 2: Rural Economy</td>
<td>5</td>
<td>5 75 25 100</td>
</tr>
<tr>
<td>IRDC 15</td>
<td>Core 3: Environmental Studies</td>
<td>3</td>
<td>3 75 25 100</td>
</tr>
<tr>
<td>IRDA 16</td>
<td>Ancillary 1 : Principles of Sociology</td>
<td>3</td>
<td>3 75 25 100</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit from Semester I</strong></td>
<td>21</td>
<td>21 450 150 600</td>
</tr>
<tr>
<td>ITAC 21</td>
<td>Part –I Language Tamil/ IHIC Hindi/ IFRC French*</td>
<td>3</td>
<td>3 75 25 100</td>
</tr>
<tr>
<td>IENC 22</td>
<td>Part II English: English Through Literature II: Poetry**</td>
<td>3</td>
<td>3 75 25 100</td>
</tr>
<tr>
<td>IRDC 23</td>
<td>Core 4: Rural Industrialization</td>
<td>5</td>
<td>5 75 25 100</td>
</tr>
<tr>
<td>IRDC 24</td>
<td>Core 5: Role of Cooperatives in Rural Development</td>
<td>4</td>
<td>4 75 25 100</td>
</tr>
<tr>
<td>IRDC 25</td>
<td>Core 6: Appropriate Technologies for Rural Development</td>
<td>4</td>
<td>4 75 25 100</td>
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<td>IRDA 26</td>
<td>Ancillary 1: Principles of Accounting</td>
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<td>22 450 150 600</td>
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<tr>
<td>ITAC 31</td>
<td>Core 7: Part –I Language Tamil/ IHIC Hindi/IFRC French*</td>
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<tr>
<td>IENC 32</td>
<td>Core 8: Part II English: English Through Literature III: Drama**</td>
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<td>3 75 25 100</td>
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<td>IRDC 33</td>
<td>Core 9: Water Resources Management for Rural Development</td>
<td>4</td>
<td>4 75 25 100</td>
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<tr>
<td>IRDC 34</td>
<td>Core 10: Community Based Organizations</td>
<td>4</td>
<td>4 75 25 100</td>
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<td>IRDC 35</td>
<td>Core 11: Local Governance</td>
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<td>Ancillary 1: Computer Applications</td>
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<td>IENC 42</td>
<td>Part II English: English through Literature IV: Short Story**</td>
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<td>IRDC 43</td>
<td>Core 13: Rural Youth Welfare</td>
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<td>Core 14: Rural Health Care Delivery System</td>
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<td>IRDC 45</td>
<td>Core 15: Regional Planning for Rural Development</td>
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<td>IRDC 46</td>
<td>Core 16: Rural Development and Population Dynamics</td>
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<td>IRDA 47</td>
<td>Ancillary 1: Basic Statistics</td>
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<td>25 525 175 700</td>
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<td>IRDC 51</td>
<td>Core 17: Economics Principles</td>
<td>4</td>
<td>4 75 25 100</td>
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<tr>
<td>IRDC 52</td>
<td>Core 18: Rural Development Administration</td>
<td>4</td>
<td>4 75 25 100</td>
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<td>IRDC 53</td>
<td>Core 19: Organic Agriculture</td>
<td>4</td>
<td>4 75 25 100</td>
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<tr>
<td>IRDC 54</td>
<td>Core 20: Rural Banking</td>
<td>4</td>
<td>4 75 25 100</td>
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<tr>
<td>IRDC 55</td>
<td>Core 21: Management of Rural Development Projects</td>
<td>4</td>
<td>4 75 25 100</td>
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<td>IRDC 56</td>
<td>Core 22: Gandhian Approach to Rural Development</td>
<td>4</td>
<td>4 75 25 100</td>
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| Semester-V | **Total Credit from Semester V** | 24         | 24 450 150 600 |
| IRDC 61 | Core 23: Energy Resources for Rural Development | 4 | 4 | 75 | 25 | 100 |
| IRDC 62 | Core 24: CSR in Rural Development | 4 | 4 | 75 | 25 | 100 |
| IRDC 63 | Core 25: PRA Methods & Techniques | 4 | 4 | 75 | 25 | 100 |
| IRDC 64 | Core 26: Micro, Small and Medium Enterprises & Rural Development | 4 | 4 | 75 | 25 | 100 |
| IRDC 65 | Core 27: Agricultural Economy | 4 | 4 | 75 | 25 | 100 |
| IVEC 66 | Core 28: Value Education | 3 | 3 | 75 | 25 | 100 |
| **Total Credit from Semester VI** | **23** | **23** | **450** | **150** | **600** |
| IRDC 71 | Core 29: Rural Development Policy and Strategies | 5 | 5 | 75 | 25 | 100 |
| IRDC 72 | Core 30: Inclusive Development | 5 | 5 | 75 | 25 | 100 |
| IRDC 73 | Core 31: People’s Participation in Rural Development | 5 | 5 | 75 | 25 | 100 |
| IRDC 74 | Core 32: Common Property Resources for Rural Development | 5 | 5 | 75 | 25 | 100 |
| IRDE 75 | **Inter Departmental Electives**  
**Elective -1 Rural Development & Extension** | 3 | 3 | 75 | 25 | 100 |
| **Total Credit from Semester VII** | **23** | **23** | **375** | **125** | **500** |
| IRDC 81 | Core 33: Rural Project Planning, Monitoring and Evaluation | 5 | 5 | 75 | 25 | 100 |
| IRDC 82 | Core 34: Role of NGOs in Rural Development | 5 | 5 | 75 | 25 | 100 |
| IRDC 83 | Core 35: Rural Infrastructure Development | 5 | 5 | 75 | 25 | 100 |
| IRDC 84 | Core 36: Field Placement Programme* | 5 | 5 | 75 | 25 | 100 |
| IRDE 85 | **Inter Departmental Elective**  
**1. Micro, Small and Medium Enterprises & Rural Development** | 3 | 3 | 75 | 25 | 100 |
| IRDE 85 | **Departmental Elective**  
**Elective 1. Women Studies**  
**Elective 2. Rural Resources Management** | 3 | 3 | 75 | 25 | 100 |
| **Total Credit from Semester VIII** | **18** | **5** | **23** | **375** | **125** | **500** |
| IRDC 91 | Core 37: Communication and Extension Techniques | 5 | 5 | 75 | 25 | 100 |
| IRDC 92 | Core 38: Research Methodology | 5 | 5 | 75 | 25 | 100 |
| IRDC 93 | Core 39: Rural Entrepreneurship Development | 5 | 5 | 75 | 25 | 100 |
| IRDC 94 | Core 40: Field Practicum (Block Placement) | 5 | 5 | 75 | 25 | 100 |
| IRDC 95 | **Inter Departmental Elective**  
**Elective 1. Swachh Bharat Programme** | 3 | 3 | 75 | 25 | 100 |
| **Departmental Electives**  
**Elective 1 Rural Tourism & Employment Generation**  
**Elective 2. Voluntarism and Rural Development** | 3 | 3 | 75 | 25 | 100 |
| ISSC 96 | Core 41: Soft skill | 3 | 3 | 75 | 25 | 100 |
| **Total Credit from Semester IX** | **21** | **5** | **26** | **450** | **150** | **600** |
| IRDC 101 | Core 42: SHGs and Women Empowerment | 5 | 5 | 75 | 25 | 100 |
| IRDC 102 | Core 43: Disaster Management | 5 | 5 | 75 | 25 | 100 |
| IRDC 103 | Core 44: Case Study & Village Survey | 5 | 5 | 75 | 25 | 100 |
| IRDP 104 | Core 44: Project work | 8 | 8 | 75 | 25 | 100 |
| **Total Credit from Semester X** | **10** | **13** | **23** | **300** | **100** | **400** |
| **Grand Total** | **235** | **4425** | **1475** | **5900** |

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

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

Five Year P.G Programme (2019 – 2020)

ARUR-51 M.A. Rural Development

<table>
<thead>
<tr>
<th>Year</th>
<th>I</th>
<th>Semester</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRDC 13</td>
<td>INTRODUCTION TO RURAL DEVELOPMENT</td>
<td>LO1 To enable the students to understand the concept of Rural Development</td>
<td>LO2 Make the students to aware about the Rural Development Programmes during the Five Year Plans</td>
</tr>
<tr>
<td>Learning Objectives</td>
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<td></td>
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<tr>
<td>Total Credits</td>
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<tr>
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</table>

**Unit I: History of Rural Development (14 Hours)**

**Unit II: Status of Rural Population (13 Hours)**
Concept and dimensions of poverty-Social framework of rural society and poverty - Constraints in poverty alleviation -Poverty alleviation measures taken in India

**Unit III: Rural Development in Five Year Plan(13 Hours)**
Development Planning - Decentralized planning and its relevance -Five Year Plans and Rural Development

**Unit IV: Rural Empowerment Programmes (13 Hours)**
Concept of Empowerment – Bharath Nirman – PURA – MGNRES- PMAY- State Level Rural Development Programmes

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

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

**Text Books**

**Supplementary Readings**
Learning Objective

| LO1 | To provide knowledge to the students about the economic functions in rural area. |
| LO2 | To understand the problems of population, unemployment |

Total Credits 05

Total Hours 75

Unit I: Introduction (14 Hours)


Unit II: Agriculture (16 Hours)


Unit III: Factors (15 Hours)


Unit IV: Resources Conservation (15 Hours)

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

Unit V: Poverty & Unemployment (15 Hours)


Course Outcome

CO1 Know the structure of the Rural Economy
CO2 Complete knowledge on Land reform and problems of migration Ways of resource conservation

Text Book


Supplementary Readings

<table>
<thead>
<tr>
<th>Year</th>
<th>I</th>
<th>Semester</th>
<th>I</th>
</tr>
</thead>
</table>
| IESC 15 | **ENvironmental Studies** | Learning Objectives | LO1 To introduce the learners to the ecosystem and to create environmental awareness among them.  
LO2 The course aims at creating pollution free environment and protecting the natural resources. |
| **Total Credits** | 03 |
| **Total Hours** | 65 |

**Unit I: The Environmental System (11 Hours)**
(1.1) The Services Provided by the Environmental System, (1.2) Ecosystems: Food Chains, Food Webs, Ecological Pyramids, (1.3) Biochemical Cycles: Hydrological Cycle, Carbon Cycle.

**Unit II: Environmental Damage - Pollution (13 Hours)**
Sources and impact of (2.1) Air Pollution; (2.2) Water Pollution; (2.3) Land Pollution; (2.4) Municipal Solid Waste; (2.5) Noise Pollution.

**Unit III: Resource Depletion (13 Hours)**
(3.1) Importance of Forests: Causes and Consequences of Deforestation, (3.2) Bio Diversity: Meaning and Importance-Reasons and Consequences of Biodiversity Decline, (3.3) Consequences of Overdrawing Water Resources.

**Unit IV: Global Climate Change (14 Hours)**
(4.1) The Science of Climate Change-The Green House Effect, (4.2) Sources and Impact of Climate Change, (4.3) Coping with Climate Change

**Unit V: Sustainable Development (14 Hours)**
(5.1) Concepts and Definition of Sustainable Development, (Brundtland Commission Definition), (5.2) Poverty, Population Growth and Environmental Damage, (5.3) Policies for Sustainable Development

**Course Outcome**
CO1 Knowledge on environmental structure  
CO2 Reasons for resource depletions  
CO3 Climate change and its impact on sustainable development

**Text Book**

**Supplementary Readings**
Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>LO1 Make the students to understand the basic principles of Sociology</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>LO2 To understand about the Social Groups and Institutions</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
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<tbody>
<tr>
<td>Total Hours</td>
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</table>

Unit I: Introduction (15 Hours)

Unit II: Basic Concepts (13 Hours)
Basic Concepts - Society - Community - Institution - Association - Social Group – Role and Status.

Unit III: Social Groups (11 Hours)
Social Groups - Definition - Characteristics - Types and Functions - Relevance - Impact.

Unit IV: Social Culture (13 Hours)
Culture - Definition - Characteristics - elements, functions - Cultural Lag - Ethnocentrism - Culture and Civilization - Cultural Uniformity and Variability.

Unit V: Social Institutions (13 Hours)

Course outcome
CO1 Role of sociology in Rural Development
CO2 Knowledge on Social groups, social culture and social institutions

Text Books

Supplementary Readings
<table>
<thead>
<tr>
<th>Year</th>
<th>I</th>
<th>Semester</th>
<th>II</th>
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<tr>
<td>IRDC 23</td>
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<td>RURAL INDUSTRIALIZATION</td>
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<tr>
<td><strong>Learning Objectives</strong></td>
<td>LO1 To enable the students to identify the scope and the utility value of Rural Industries in Rural Development</td>
<td>LO2 To understand the role of Gandhian Concept for Rural Industrialisation</td>
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<tr>
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**Unit I: Introduction (15 Hours)**

**Unit II: Types (15 Hours)**
Types of Rural Industries – KVIC and KVIB – Resource Base demand base and service oriented- cottage Industries- Tiny Industries

**Unit III: Gandhian Concept (15 Hours)**

**Unit IV: Promotional Agencies (15 Hours)**
Promotional Agencies of Rural Industrialization – Raw material – financial Institution – Several Board of Village marketing Assistance

**Unit V: Problems of Rural Industries (15 Hours)**
Problem of Rural Industries – Organizational – Financial - technical – Managerial – marketing practices and field visits of selected industrial unit

**Course outcome**
- CO1 Knowledge on Need for Rural Industries
- CO2 Knowledge About the Agro based industries
- CO3 Eradication of unemployment and poverty through rural industrialisation

**Text Books**

**Supplementary Readings**
Unit I: Co-operation (12 Hours)
  Meaning & Definition of Co-Operation- Principles- Co-Operative Movement in India - Central Co-Operative Banks - Primary Agricultural and Rural Development Cooperative Bank

Unit II: Co-operative credit movement in India (16 Hours)
  Primary Agricultural Cooperative Societies (PACSs)- Objectives- Functions- Role of NABARD- Role of Cooperatives in Rural Development- Co-Operative Marketing Societies- Regulated Marketing Societies – Cooperative Sugar & Textile Mills

Unit III: Co-operative Credit (15Hours)
  Historical development -co-operative credit structure in India - District Central Co-operative Banks - State Co-operative Apex Bank - Agriculture and Rural Development Banks – NABARD

Unit VI: Co-operative Institutions in India (11 Hours)
  Organization and Functions - Government’s Role - Co-operative Education and Training- Tamil Nadu Co-Operative Federation.

Unit V: Cooperative Organisations (16 Hours)

Course outcome
  CO1 able to understand the Cooperatives and their relevance today
  CO2 Identify the Benefits of cooperative societies
  CO3 Knowledge on Cooperative institutions for Rural Development

Text Books

Supplementary Readings
<table>
<thead>
<tr>
<th>Year</th>
<th>I</th>
<th>Semester</th>
<th>II</th>
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<tr>
<td>IRDC 25</td>
<td>APPROPRIATE TECHNOLOGIES FOR RURAL DEVELOPMENT</td>
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**Learning Objectives**

<table>
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<tr>
<th>LO1</th>
<th>To enable the students to make use of the scientific knowledge on appropriate technology to apply in solving the village problem.</th>
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<tbody>
<tr>
<td>LO2</td>
<td>To know about the use of natural manures</td>
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**Total Credits**

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**Total Hours**

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**Unit I: Appropriate Technology (12 Hours)**

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

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

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

**Unit III: Agro based Industries: (14 Hours)**

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

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

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

**Unit V: Energy and Environmental preservation (14 Hours)**

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

**Course outcome**

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

**Text Books**


**Supplementary Readings**

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

#### Unit I: Introduction and Book keeping (19 Hours)
- Meaning and Scope of Accounting
- Book keeping and Accounting
- Accounting concepts and conventions
- Capital and Revenue Classification
- Rules of Accounting

#### Unit II: Final Accounts of sole Trading Concern (14 Hours)
- Preparation of Final Accounts of a Sole Trading Concern
- Manufacturing Account
- Trading Account
- Profit & Loss Account
- Balance Sheet
- Simple Adjustments.

#### Unit III: Accounting of Non-trading Concern (13 Hours)
- Receipt and Payments A/C
- Income and Expenditure A/C
- Distinction between Receipts and Payments A/C and Income and Expenditure A/C
- Final Accounts of Non Trading concern.

#### Unit IV: Single Entry System (13 Hours)
- Concept
- Features of Incomplete Records
- Single entry system Vs. Double entry system
- Calculation of Profit by Conversion method and Statement of Affairs Method.

#### Unit V: Depreciation (11 Hours)
- Concept of Depreciation
- Accounting Standard 6(Revised)
- Depreciation Accounting
- Provisions and Reserves
- Causes of Depreciation, depletion, amortization
- Methods of Providing Depreciation.

### Course outcome
- CO1 Acquiring knowledge on basic accounting & book keeping
- CO2 Capable to prepare final accounts

### Text Books

### Supplementary Readings
<table>
<thead>
<tr>
<th>Year</th>
<th>II</th>
<th>Semester</th>
<th>III</th>
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<tbody>
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<td>IRDC 33</td>
<td>WATER RESOURCES MANAGEMENT FOR RURAL DEVELOPMENT</td>
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**Learning Objectives**

<table>
<thead>
<tr>
<th>LO1</th>
<th>To know the local level water bodies and their advantages</th>
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<tbody>
<tr>
<td>LO2</td>
<td>To make the student to aware about management practices of local water resources and development.</td>
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**Total Credits** 04

**Total Hours** 70

**Unit I: Introduction (11 Hours)**

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

**Unit II: Local Level Water Bodies (15 Hours)**

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

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


**Unit IV: Participatory Irrigation Management (14 Hours)**


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


**Course Outcome**

<table>
<thead>
<tr>
<th>CO1</th>
<th>Acquiring knowledge on local level water bodies</th>
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<tbody>
<tr>
<td>CO2</td>
<td>Obtaining different water management techniques</td>
</tr>
<tr>
<td>CO3</td>
<td>Application of participatory water management</td>
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</tbody>
</table>

**Text Books**


**Supplementary Readings**

2. Balamurugan, P, 2016, A Monograph no Local Level Water Bodies and Environmental Sustainability: A Case of Rural Tanks in Tamil Nadu, Centre for Rural Development, Annamalai University, Annamalai Nagar
Year | II | Semester | III
--- | --- | --- | ---
IRDC 34 | COMMUNITY BASED ORGANIZATIONS |  |  
Learning Objectives | LO1 To understand the principles and philosophy of Rural organizations viz. Co-operatives, Panchayati Raj and Peoples’ Organizations |  |  
 | LO2 To get the knowledge about the Development forums |  |  
Total Credits | 04 |  |  
Total Hours | 70 |  |  

Unit I: Promotional Agencies: (18 Hours)

Unit II: Development forums (13 Hours)
Economic organizations - Village Planning Committee - Village Development Committee (Grama Sabha) - Marketing societies - Farmers Market and its importance

Unit III: Panchayat Raj (14 Hours)
Local level planning bodies - Evolution - Concept - Structure - Functions – 73rd Amendment - 3 tier structure, Grama Sabha - Finance – Advantages

Unit IV: Cooperatives (13 Hours)
Rural Co-operatives - Principles and Philosophy - Co-operative movement - Types of Co-operatives - Credit, Marketing, processing, distributive and milk society

Unit V: Self Help Groups (12 Hours)
Co-operative Education - Procedure for forming and registering co-operatives - Bio - Village - Self Help Groups

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

Text Books
3. Suresh Murugan, 2013 Community Organization and Social action social work Department, PSGCAS, Coimbatore.

Supplementary Readings
<table>
<thead>
<tr>
<th>Year</th>
<th>II</th>
<th>Semester</th>
<th>III</th>
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<tbody>
<tr>
<td>IRDC 35</td>
<td>LOCAL GOVERNANCE</td>
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<tr>
<td><strong>Learning Objectives</strong></td>
<td><strong>LO1</strong> To understand the need for local governance for rural development.</td>
<td></td>
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<tr>
<td></td>
<td><strong>LO2</strong> To know about the different models of the local governance</td>
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<tr>
<td></td>
<td><strong>LO3</strong> To understand the concept of good governance</td>
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<td></td>
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<tr>
<td><strong>Total Hours</strong></td>
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</tbody>
</table>

**Unit I: Democratic Decentralization (17 Hours)**


**Unit II: Models of Local Governance (15 Hours)**

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

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

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

**Unit IV: Good Governance (13 Hours)**

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

**Unit V: Initiatives in Local Governments (14 Hours)**


**Course Outcome**

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

**Text Books**


**Supplementary Readings**

2. Sayal, 2010, Local Governance in India, Oxford University Press, New Delhi
Learning Objectives

- LO1: To know about Rural Marketing & dimensions of market
- LO2: To understand about the marketing channels
- LO3: To get the information of rural marketing environment

Unit I: Introduction (10 Hours)

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

Unit II: Marketing futures: (15 Hours)

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

Unit III: Marketing channels (18 Hours)

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

Unit IV: Traditional Marketing (13 Hours)

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

Unit V: Marketing Environment (14 Hours)

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

Course Outcome

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

Text Books

1. Prasad, Jagdish and Arbind Prasad, 2015, Indian Agricultural Marketing, Mittal Publications, New Delhi

Supplementary Readings

Learning Objectives

| LO1 | To introduce the students to the fundamentals of hardware of a computer and its applications |
| LO2 | Make them to understand about the software |
| LO3 | Introducing Internet |
| LO4 | Introducing Browser and Its types |

Total Credits: 03
Total Hours: 65

UNIT I: (16 Hours)

UNIT II: (16 Hours)

UNIT III: (11 Hours)
Personal Productivity Software: Introduction to MS-Office - MS-Word - MS-Excel - MS-Power Point - MS-Access.

UNIT IV: (11 Hours)
Data Communication: Elements - Computer Network - Types (LAN, MAN and WAN) - Topology - Transmission Media – Guided Medium (Twisted Pair, Coaxial Cable and Fiber Optic Cable) – Wireless Transmission.

UNIT V: (11 Hours)
Introduction to Internet: Browser and Its types - World Wide Web (WWW) - Internet Service Provider (ISP) - HTTP - Electronic Mail - Introduction to Multimedia - HTML - Creation of Web Pages.

Course outcome

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

Text Books

Supplementary Readings
Learning Objectives

LO1 To engage and channelize the energy of youth in a positive manner for national building process
LO2 Make the students to understand about the participatory governance
LO3 Acquire information about the Youth Welfare Programmes

Total Credits 04
Total Hours 70

Unit I: Youth Development (10 Hours)
Concept of youth, needs and problems of youth in rural Area- Cultural gap and conflicts amongst Youth

Unit II: Youth and Social Development (12 Hours)
Promotion of Social Harmony and national Unity among Youth- Role of Youth in Family, Community and Society

Unit III: Participatory Governance (17 Hours)
Capacity Building Initiatives, Decentralized Planning – Micro Planning process, Bottom up Planning, Accountability and transparency and status of youth--involvement and progress.

Unit IV: National Programmes for Youth (16 Hours)
Nehru Yuva Kendra Sangathan – Youth Clubs/Mahila mandals, Origin, Programmes and functions. National Volunteers Scheme, Origin, Programmes and functions.

Unit V: Youth Welfare (15 Hours)
Self-employment Measures, Youth Leadership Training, Games and Sports-needs and importance, Youth rights and responsibilities

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

Text Books

Supplementary Readings
<table>
<thead>
<tr>
<th>Year</th>
<th>II</th>
<th>Semester</th>
<th>IV</th>
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</thead>
<tbody>
<tr>
<td>IRDC 44</td>
<td>RURAL HEALTH CARE DELIVERY SYSTEM</td>
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<tr>
<td>Learning Objectives</td>
<td>LO1 To make the students to understand the Health and related issues in Rural Areas</td>
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<td></td>
<td>LO2 Understand the role of Health in rural sector</td>
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<td></td>
<td>LO3 to understand the role of community medicine in rural sector</td>
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<td>Total Credits</td>
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<tr>
<td>Total Hours</td>
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</tbody>
</table>

Unit I: Introduction to Rural Health (10 Hours)
Meaning - Importance - Development Planning and Rural Health

Unit II: Health Policies and Rural Development (13 Hours)
Health Planning Approaches and Perspectives - Policies - Goals - Objectives - Targets - Organizations - Important Issues and Problems

Unit III: Health Care Delivery System (16 Hours)
Patterns of Health Facilities - Primary Health Care Concept - Health Workers – Maternity Centres- Village Health Workers & Nurses- Roles & responsibilities

Unit IV: Health Issues (14 Hours)

Unit V: Health Programmes (17 Hours)

Course outcome
CO1 Aware about the rural health
CO2 acquire Knowledge about the health care delivery system
CO3 Aware about the Rural Health Programmes

Text Books

Supplementary Readings
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<tr>
<th>Year</th>
<th>II</th>
<th>Semester</th>
<th>IV</th>
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<tbody>
<tr>
<td>IRDC 45</td>
<td>REGIONAL PLANNING FOR RURAL DEVELOPMENT</td>
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<tr>
<td>Learning Objectives</td>
<td>LO1 To enable the student to understand the Planning in India</td>
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<td></td>
<td>LO2 To know about the regional planning strategies</td>
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<td>LO3 To acquaint with GIS for regional planning</td>
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<td>Total Hours</td>
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</table>

**Unit I: Introduction (10 Hours)**
Planning: Meaning and Concept of Planning and Regional planning cycle - Sources of Planning

**Unit II: Regional Planning Theories (17 Hours)**
Theories of Regional planning Development - Weber's Theory of location – Christallers’s Central Place Theory – Growth Pole or Development Pole theory of Perroux - Information Revolution and Regional Development

**Unit III: Planning strategies (16 Hours)**

**Unit IV: Micro-Level Planning (14 Hours)**
Meaning- Concepts- Planning process - Steps and Approaches for planning- Data base and Case Study- Role of MLP in Rural Development.

**Unit V: Usage of GIS (15 Hours)**

**Course Outcome**
CO1 Well versed in Regional Planning theories
CO2 Knowledge on GIS and its uses on regional planning
CO3 More information on preparation of Micro Level Planning

**Text Books**

**Supplementary Readings**
<table>
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<tr>
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<tr>
<td>IRDC 46</td>
<td>RURAL DEVELOPMENT AND POPULATION DYNAMICS</td>
<td>Learning</td>
<td>Objectives</td>
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<td></td>
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<td>LO1</td>
<td>To make the students to understand about the population dynamics</td>
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<td>LO2</td>
<td>To find out the reasons for rural urban migration</td>
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<td>LO3</td>
<td>To integrate the rural and urban</td>
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<td>LO4</td>
<td>To know about the population policies and programmes</td>
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</tbody>
</table>

| Total Credits | 04 |
| Total Hours | 70 |

**Unit  I: Rural Development & Population Dynamics (18 Hours)**
Demography: Nature and scope, Inter-disciplinary nature; Sources of demographic data: Population Census, Registration systems, Population growth - Population structure. Population distribution in Rural India

**UNIT II: Fertility of Population (11 Hours)**
Fertility; concepts, definitions - Basic measures of fertility. Fertility trends and differentials in India. Factors affecting fertility.

**UNIT III: Population Mortality (14 Hours)**
Mortality: Concepts, factors, basic measures, infant mortality: meaning, Measures, factors affecting infant mortality; mortality trends and differentials in India.

**UNIT IV: Rural Urban Migration and versa (13 Hours)**
Migration: Meaning, Concepts, types of migration, Migration streams, Characteristics of migrants- Causes and Consequences

**UNIT V: Population Policies and Awareness Programmes (14 Hours)**

**Course Outcome**
CO1 to be aware about the Census, population distribution and structure
CO2 acquire the knowledge on Migration and it causes
CO3 able to formulate Population policies of the country

**Text Books**

**Supplementary Readings**
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<th>Year</th>
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<tbody>
<tr>
<td>IRDA 47</td>
<td>BASIC STATISTICS</td>
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<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>LO1</th>
<th>To make the students know about the Basic Statistics Principles</th>
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<tr>
<td></td>
<td>LO2</td>
<td>To acquire knowledge on graphical representation and collection of data</td>
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<tbody>
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<td>Total Hours</td>
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</table>

**UNIT I: Introduction (10 Hours)**
- Nature, Significance and Limitations of Statistics - Collection of data - Primary and Secondary Data - Methods of collecting Primary Data - Sampling procedure and types Classification and Tabulation of Data.

**UNIT II: Central Tendency (12 Hours)**
- Measures of Central Tendency - Mean, Median and Mode - their Merits and Demerits

**UNIT III: Measures of Dispersion (15 Hours)**
- Measures of Dispersion - Range, Mean deviation, Quartile Deviation and Standard Deviation - Skewness - Karl Pearson's and Bowley's Coefficient of Skewness

**UNIT IV: Correlation (15 Hours)**
- Simple Correlation - Karl Pearson's coefficient of correlation, Spearman's Rank Correlation.

**UNIT V: Diagrammatic Representation (13 Hours)**
- Diagrammatic and graphical representation of data – Bar diagrams - Pictograms and Cartograms, Frequency Distribution - Histogram, Frequency Curve.

**Course Outcome**
- CO1 Acquiring basic statistical knowledge
- CO2 Computation ability
- CO3 Capability in statistical applications
- CO4 able to collect and analyse the data

**Text Books**
1. Elementary Statistical Methods, S.P. Gupta, 2018, Sultan Chand & Sons, New Delhi

**Supplementary Readings**
<table>
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<th>Year</th>
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<tbody>
<tr>
<td>IRDC 51</td>
<td>ECONOMICS PRINCIPLES</td>
<td>LO1 To Make the Students to understand the applications of Economics Principles</td>
<td>LO2 To acquire knowledge on Consumer behavior and consumer surplus</td>
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<td>LO3 To know about the structure of a market</td>
<td>LO4 To understand about the India’s National Income</td>
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</table>

**Unit I: Definition of Economics (17 Hours)**

**Unit II: Consumer Behaviour (15 Hours)**

**Unit III: Production Theory (14 Hours)**

**Unit IV: Market Structure (14 Hours)**
- Price Determination in the Market (Demand- Supply analysis)- Perfect Competition- Monopoly- Monopolistic Competition – Oligopoly (Merits & Demerits Only)- Application in Rural Sectors- Agriculture- Industries and Services

**Unit V: National Income (10 Hours)**
- Basics of National Income Accounting- Functions of Money- Inflation: Meaning- Consequence and Causes

**Course Outcome**
- CO1 Application of economics theories in Rural Development
- CO2 Able to analyse the current market structure
- CO3 Capable to analyse the consumer behavior in the rural areas
- CO4 Could become well versed in basic economic theories

**Text Books**

**Supplementary Readings**
# Rural Development Administration

<table>
<thead>
<tr>
<th>Year</th>
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<th>Semester</th>
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<tbody>
<tr>
<td>IRDC 52</td>
<td>RURAL DEVELOPMENT ADMINISTRATION</td>
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<tr>
<td>Learning Objectives</td>
<td>LO1 To impart the ideas of Rural Development administration to the students</td>
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<td>LO2 Understand the categories of Rural Development Administration</td>
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<td>LO3 To know about the Panchayat Raj system</td>
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<table>
<thead>
<tr>
<th>Unit I: Introduction</th>
<th>10 Hours</th>
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<tr>
<th>Unit II: Level of RD Administration</th>
<th>12 Hours</th>
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<tr>
<th>Unit III: Categories of RD Administration</th>
<th>17 Hours</th>
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<tr>
<th>Unit VI: Panchayat Raj Institutions in Rural Development</th>
<th>15 Hours</th>
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<tr>
<th>Unit V: Decentralization Process</th>
<th>16 Hours</th>
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</thead>
<tbody>
<tr>
<td>Panchayat Raj Institution - Democratic Decentralization - Role of institutional Agencies in Rural Development- Administrative Accountability - Administration of Special services to the weaker sections- growth and present status - Current Trends</td>
<td></td>
</tr>
</tbody>
</table>

## Course outcome
- CO1 Acquiring knowledge on Rural Development Administration
- CO2 Complete information about the PRI & Act
- CO3 Advantages of knowing decentralization process

## Text Books
1. Nandhini, 2000, Rural Development Administration, Sage publications New Delhi
2. Desai.V., 2005, Rural Development (Organizations & Institutions), Sage Publications, New Delhi

## Supplementary Readings
Learning Objectives

LO1 To enable the student to understand the organic agriculture
LO2 To know about the sustainable agriculture
LO3 To know about the water saving techniques

Total Credits 04
Total Hours 70

Unit 1: Introduction (14 Hours)

Unit II: Soil fertility (15 Hours)

Unit III: Irrigation (12 Hours)

Unit IV: Farming System (15 Hours)
Dry land Farming - Significance in Indian agriculture - Crop Production - Integrated Dry land Development Technology and its components - contingency planning - Land Use Patterns - Soil Conservation - Contour bunding - Farm Ponds, Tanks.

Unit V: Application of Technology (14 Hours)
Production Technology for Major Crops in India and Tamil Nadu - Farm input- their use in management - Animal Husbandry - Livestock enterprises - Sericulture - Fisheries - Forestry - Mushroom Cultivation – Apiculture

Course Outcome

CO1 Awareness about the organic farming
CO2 Knowledge about the Sustainable Agriculture and Sustainable Irrigation
CO3 able to perform different farming system
CO4 can adopt different farming technology

Text Books

Supplementary Readings
Year | III | Semester | V
--- | --- | --- | ---
IRDC 54 | RURAL BANKING |  |  
Learning Objectives | LO1 To enable the student to know about the banking activities for rural development |  |  
 | LO2 To know about the functioning of cooperatives |  |  
 | LO3 To understand objectives of commercial banks and NABARD |  |  
Total Credits | 04 |  |  
Total Hours | 70 |  |  

Unit I: Introduction (15 Hours)
Banking in Rural Area- Concepts - Importance of Banks in Rural Development – Types of Rural Banking- Commercial Banks- RRBs- Cooperative Banks- Rural Banks and agricultural credit.

Unit II: Role of Cooperatives (14 Hours)
Co-operatives – Primary Cooperative Credit Society (PACS)- Functions- Primary Cooperative Agricultural and Rural Development Bank (PCARDB) - Functions and Role in Rural Development- Nationalisation of Banks

Unit III Commercial banks(16Hours)
Commercial banks- Lead Bank scheme - Village adoption - Progress and problems. Regional rural banks - functions - Progress. Multi Agency approach - Service Area approach - Problem - Remedial measures

Unit IV: NABARD (13 Hours)

Unit V: Role of Rural Banks in Rural Development (12 Hours)

Course outcome | CO1 Knowledge on Rural Banking Systems |  |  
 | CO2 Understand the role of NABARD in Rural Development |  |  

Text Books

Supplementary Readings
<table>
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<tr>
<th>Year</th>
<th>III</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>IRDC 55</td>
<td>MANAGEMENT OF RURAL DEVELOPMENT PROJECTS</td>
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</table>

**Learning Objectives**

| LO1 | To make the students to understand the various aspect of management principles in rural development |
| LO2 | To understand the Project management techniques |
| LO3 | To know about the management of human resources |
| LO4 | To understand the project evaluation techniques |

| Total Credits | 04 |
| Total Hours | 70 |

**Unit I: Introduction of RD Project Management** (14 Hours)

**Unit II: Strategic Excellence in Project Management** (13 Hours)

**Unit III: Managing People and other Resources** (15 Hours)

**Unit IV: Project Management Techniques** (15 Hours)

**Unit V: RD Project Controlling & Evaluation** (12 Hours)
- Controlling: - Concept or Managerial Control, Control aids, Score Responsibilities of Managers-Evaluation Techniques- Output to Purpose Review (OPR) – Summative Evaluation - Peer Review Method- Triangulation.

**Course outcome**

| CO1 | Capability to manage the Rural Development Projects |
| CO2 | Acquiring evaluator skills |
| CO3 | Able to apply project management techniques |

**Text Books**

**Supplementary Readings**
| Learning Objectives | LO1 To introduce the Gandhian concepts and approaches for Rural Development |
|                     | LO2 To understand the villages industries and their advantages |
|                     | LO3 To understand the Gandhian vision of development |

| Total Credits      | 04 |
| Total Hours        | 70 |

**Unit I: Introduction (11 Hours)**
- Basic ideas of Gandhian Economy – Economic equality and trusteeship Principles – Revitalization of Rural Economy

**Unit II: Village Industries (15 Hours)**

**Unit III: Gandhian Methodology (15 Hours)**
- Gandhian way of Eradication of Poverty – Trusteeship - Poverty Eradication through Village Panchayats – Poverty Alleviation Programmes

**Unit IV: Gandhi’s Visions (15 Hours)**

**Unit V: Village Swaraj (14 Hours)**
- Gandhi and village Development – Village Swaraj – Bread Winner State, Minimum Level of Crop Production.

**Course outcome**
- CO1 Able to promote the Gandhian Economy
- CO2 Knowledge on Village industries
- CO3 Capable to establish the village industries

**Text Books**

**Supplementary Readings**
<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>LO1 To study the various aspects of Rural Energy and Environment</th>
<th>LO2 To understand about the renewable energy</th>
<th>LO3 To plan and manage the rural energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
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<tr>
<td>Total Hours</td>
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</table>

**Unit I: Introduction to Energy (14 Hours)**

- Meaning, and Concept & Definition - History of Energy - Types - Energy & Environment - Concept, Dimensions; Eco-system Environmental Resources; Energy and Environment in India.

**Unit II: Energy and Environment (14 Hours)**

- Renewable Resources-Land; Water - Forest - Rural Energy; Fire Wood Resources; Non-Renewable Energy Resources in India - Coal, Oil, Natural gas etc.- Generation and Conservation.

**Unit III: Renewable Energy (14 Hours)**


**Unit IV: Issues and Problems in Rural Energy (12 Hours)**

- Development and Constraints of Wind Power, Solar power, Bio-fuel and Bio-energy; Constraints of Non-Renewable Energy in India

**Unit V: Planning and Management (16 Hours)**


| Course outcome | CO1 Awareness about the bio energy | CO2 Energy management system | CO3 Ability to manage and conserve energy | CO4 able to Planning for energy management |

**Text Books**


**Supplementary Readings**

<table>
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<th>Year</th>
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<th>Semester</th>
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<tbody>
<tr>
<td>IRDC 62</td>
<td>CORPORATE SOCIAL RESPONSIBILITY IN RURAL DEVELOPMENT</td>
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</table>

**Learning Objectives**
- **LO1** To impart the students to understand the role of Corporate Social Responsibilities in Rural Development.
- **LO2** To identify the stakeholders and their responsibility.
- **LO3** To know how CSR helps the rural development process.

**Total Credits** 04

**Total Hours** 70

**Unit I: Introduction**  (15 Hours)
- Corporate Social Responsibility - Concepts & Definitions - Tools - Strategies and Approaches to Rural Development - CSR Acts in India

**Unit II: International Framework for Corporate Social Responsibility**  (15 Hours)

**UNIT III: Identifying key Stakeholders of CSR & Their Roles.**  (15 Hours)
- Role of Public Sector in Corporate- Government Programs and Voluntary Responsible Action - Role of Nonprofit & Local Self Governance in implementing CSR - Contemporary Issues Global Compact- Self Assessment Tool, National Voluntary Guidelines by Govt. of India- Understanding Roles and Responsibilities of Corporate Foundations.

**Unit IV: Training And Capacity Building**  (12 Hours)

**Unit V: CSR for Health & Infrastructural Development**  (13 Hours)

**Course outcome**
- **CO1** Role of corporate in Rural Development
- **CO2** Implementing CSR projects
- **CO3** Able to get employment as CSR Managers

**Text Books**
1. Ravichandran K.S, 2015, Corporate Social Responsibility – Emerging Opportunities And Challenges In India, Lexis Nexis Publications, New Delhi
2. Sanjay K. Agarmal, 2015, Corporate Social Responsibility in India, SAGE Publications, New Delhi

**Supplementary Readings**
<table>
<thead>
<tr>
<th>Year</th>
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<th>Semester</th>
<th>VI</th>
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<tr>
<td>IRDC 63</td>
<td>PRA METHODS AND TECHNIQUES</td>
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</table>

**Learning Objectives**

- **LO1** To impart the knowledge to the students to understand the PRA
- **LO2** To know about the techniques of PRA
- **LO3** To understand the role of PRA in rural development

**Total Credits** 04

**Total Hours** 70

**Unit I: Introduction (12 Hours)**

**Unit II: PRA Principles (10 Hours)**
- Principles of PRA and RRA - Rapid & Progressive Learning - Focused Learning - Diverse and Differences.

**Unit III: PRA Team & Capacity Building (14 Hours)**
- PRA team - Members - Team Leader’s Role - Interdisciplinary - Multi-dimensional approach - awareness - Systematic and Scientific approaches - Role of Facilitator - Notetaker.

**Unit IV: PRA Techniques (16 Hours)**

**Unit V: Role of PRA in Rural Development (13 Hours)**
- External Support - Conflicts Free - Livelihoods outcomes - Incomes and savings, Nutrition and health, Comfort and relaxation, Community prestige, Institutional promotion

**Course outcome**

- **CO1** able to apply the aspects of PRA
- **CO2** Field level application of PRA at village level
- **CO3** can acquire the Capacity building and its components

**Text Books**


**Supplementary Readings**

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<th>Year</th>
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<tbody>
<tr>
<td>IRDC 64</td>
<td>MICRO, SMALL AND MEDIUM ENTERPRISES &amp; RURAL DEVELOPMENT</td>
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<tr>
<td>Learning Objectives</td>
<td>LO1 To enable the students to know about the MSME and its impact on Rural Development</td>
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<td>LO2 To know about the role of micro enterprises for rural development</td>
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<td>LO3 To analyse the problems of MSMEs</td>
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**Unit I: Introduction** (13 Hours)
- Introduction to Rural Enterprises – Nature and Scope– Characteristics– Advantages– Role of Rural Enterprises in Rural Development

**Unit II: Micro Enterprises in Rural Area** (13 Hours)

**Unit III: Rural Small Enterprises in Rural Area** (13 Hours)
- Procedures for Setting up of Rural Small Enterprises– Scope for Employment & Sustainable Livelihood Security– Factors of Location – Advantages, Government Support

**Unit IV: Rural Medium Enterprises** (12 Hours)
- Rural Medium Enterprises- Scope- Production- NABARD– Role of DIC- Rural Industries- Farm based- Non-farm Sector Development.

**Unit V: MSME and Rural Development** (14 Hours)

<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>CO1 Acquiring knowledge about MSME</th>
<th>CO2 Able to establish micro enterprises</th>
<th>CO3 Setting up of MSME</th>
</tr>
</thead>
</table>

**Text Books**

**Supplementary Readings**
<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>LO1 To enable the students to understand the Agricultural Economics</th>
<th>LO2 To analyse the agricultural development during five year plans</th>
<th>LO3 To understand the challenges of agriculture</th>
<th>LO3 To find the factors affecting agriculture</th>
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</table>

Unit I: Agriculture and Economic Development (15 Hours)
Definition and scope of Agricultural Economics – Agriculture and Economy – Subsistence Agriculture and its Modernization – Agriculture and Industry – Farming System: Traditional, Subsistence - Commercial - Cooperative - Collective and State Farming – Role of Agriculture in Economic Development

Unit II: Agricultural Development in India (15 Hours)
Features of Indian Agriculture - Farm size, and Productivity - Food Production - Poverty alleviation - Green Revolution - Extent of Employment – Mechanisation - Technological Development - Agricultural wages - Agricultural Prices Policy in India – Crop Insurance

Unit III: Factors Affecting Agriculture (14 Hours)
Size of land holdings – Land Reforms – Supply of Inputs - Irrigation - Power - Seed and Fertilizer – Pricing of Inputs – Rural Credit - Local Money Lenders & Intermediaries - Determination of the Prices of Agricultural commodities – Mansoon Failure

Unit IV: Agricultural Credit in India and Agricultural Markets (13 Hours)
Agricultural Credit - Role of National bank for Agriculture and Rural development [NABARD]- Co-operatives (PACBs)- Commercial Banks, and Regional Rural banks - Agricultural Markets - Co-operative marketing and Regulated markets - Marketing Efficiency

Unit V: Challenges to Indian Agriculture (13 Hours)
Trends in Agricultural development under the five year plans – policies and programmes for Agricultural development – Green revolution and its impact – Sustainable Agriculture – New Agricultural Policy – World Trade organizations and Indian Agriculture.

Course outcome
CO1 Able to analyse the economics aspects of agriculture
CO2 Knowledge about the Green Revolution and its impact
CO3 Providing solutions to the agricultural problems

Text Books

Supplementary Readings
<table>
<thead>
<tr>
<th>Year</th>
<th>III</th>
<th>Semester</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVEC 66</td>
<td>VALUE EDUCATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO1</td>
<td>To help students to discern the process of decision making in matters of morality.</td>
<td></td>
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</tr>
<tr>
<td>LO2</td>
<td>To understand ethics in life</td>
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<tr>
<td>LO3</td>
<td>To know about the Basic Human Rights</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>03</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td>65</td>
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</tr>
<tr>
<td><strong>Unit I: Introduction</strong></td>
<td>(13 Hours)</td>
<td></td>
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</tr>
<tr>
<td>Value education – Meaning – Nature and Purpose</td>
<td>Importance of Value Education</td>
<td></td>
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</tr>
<tr>
<td><strong>Unit II: Basic features</strong></td>
<td>(13 Hours)</td>
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<tr>
<td>Basic Features of Rational Ethics Moral consciousness and conscience</td>
<td>Love – the ultimate moral norm</td>
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<tr>
<td><strong>Unit III: Human Rights</strong></td>
<td>(13 Hours)</td>
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<tr>
<td><strong>Unit IV : Social Ethics</strong></td>
<td>(13 Hours)</td>
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</tr>
<tr>
<td>Social Ethics: Value of life and human beings Liberty, Equality and Fraternity</td>
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<tr>
<td><strong>Unit V: Issues</strong></td>
<td>(13 Hours)</td>
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<tr>
<td>Ethical Issues Today: Religious Ethics, Family Ethics Political Ethics - Business Ethics Ethics and Culture</td>
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<tr>
<td><strong>Course outcome</strong></td>
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<tr>
<td>CO1</td>
<td>Obtain the knowledge of value and value of education</td>
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<tr>
<td>CO2</td>
<td>Can follow the ethics and ethical value</td>
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<tr>
<td>CO3</td>
<td>able to follow the human rights and ethical values</td>
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<tr>
<td><strong>Text Books</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Supplementary Readings</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Raghunathan. N.S., 2013, Value Education, Margham Publicatons, Chennai</td>
<td></td>
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<tr>
<td>Year</td>
<td>IV</td>
<td>Semester</td>
<td>VII</td>
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<tr>
<td>IRDC 71</td>
<td>RURAL DEVELOPMENT: POLICIES AND STRATEGIES</td>
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</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>05</th>
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</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>75</td>
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</tbody>
</table>

**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)**

**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.

<table>
<thead>
<tr>
<th>Course outcome</th>
<th>CO1 Able to adopt the different approaches of rural development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CO2 Apply the theories in practice</td>
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<tr>
<td></td>
<td>CO3 Spread the knowledge of Rural Development Programmes</td>
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</tbody>
</table>

**Text Books**
2. Katar Sing, 2016, Rural Development -Principles, Policies & Management,

**Supplementary Readings**
<table>
<thead>
<tr>
<th>Year</th>
<th>IV</th>
<th>Semester</th>
<th>VII</th>
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</thead>
<tbody>
<tr>
<td>IRDC 72</td>
<td>INCLUSIVE DEVELOPMENT</td>
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<tr>
<td><strong>Learning Objectives</strong></td>
<td>LO1 To analyse the importance of inclusive development to the students</td>
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<td></td>
<td>LO2 To know the inclusive development of SC/ST and Minorities</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>05</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td></td>
<td>75</td>
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</tbody>
</table>

**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 Polices, programmes, Laws and Legislations for promotion and protection of scheduled castes – major issues and challenges in the inclusive development of Scheduled Castes.

**Unit III: Inclusive Development of Scheduled Tribes (18 Hours)**

**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)**

**Course Outcome**
- CO1 Able to importance of SC/ST/Minorities for inclusive development
- CO2 Can work for marginalized and disadvantaged groups

**Text Books**
1. Dubochet, Lucy, 2013, Making PostMatter for Socially Excluded Groups in India, Oxfam India Working Papers Series, Published by Oxfam India

**Supplementary Readings**
<table>
<thead>
<tr>
<th>Year</th>
<th>IV</th>
<th>Semester</th>
<th>VII</th>
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</thead>
<tbody>
<tr>
<td>IRDC 73</td>
<td>PEOPLE’S PARTICIPATION IN RURAL DEVELOPMENT</td>
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</tbody>
</table>

**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 participatory evaluation

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<thead>
<tr>
<th>Total Credits</th>
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<tr>
<td>Total Hours</td>
<td>75</td>
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</table>

**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 of 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**

<table>
<thead>
<tr>
<th>CO1</th>
<th>Create awareness to the people on people’s participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO2</td>
<td>Able to take up the Rural Participatory Appraisal</td>
</tr>
<tr>
<td>CO3</td>
<td>Can solve the issues of Participatory Evaluation</td>
</tr>
</tbody>
</table>

**Text Books**


**Supplementary Readings**

| 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)**

**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**

**Suggested Readings**
Year | IV | Semester | VII
---|---|---|---
IRDE 75-1 | RURAL DEVELOPMENT & EXTENSION (Interdepartmental Elective) | | |
**Learning Objectives**

LO1: To create an awareness of the present status of Rural Development and Extension Programmes in India
LO2: To know the importance of Rural Development Extension
LO3: To understand the approaches of Rural Extension

**Total Credits** | 03 |
**Total Hours** | 65 |

**Unit I: Introduction (10 Hours)**


**Unit II: Reaching the Unreached (11 Hours)**


**Unit III: Approaches (17 Hours)**


**Unit IV: Rural Organization (14 Hours)**


**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**


**Supplementary Readings**

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>LO1 To know the need for Rural Project Planning</th>
<th>LO2 To identify the Rural Project for rural development</th>
<th>LO3 To know the methodology for monitoring and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>05</td>
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<tr>
<td>Total Hours</td>
<td>75</td>
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</tbody>
</table>

**Unit I: Introduction (12 Hours)**

**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)**

**Unit IV: Project Evaluation (17 Hours)**

**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**

**Reference Books**
**Learning Objectives**

<table>
<thead>
<tr>
<th>LO1</th>
<th>To expose the students to understand about the voluntary Agencies and voluntarism in solving the rural problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>To identify the funding sources of NGO</td>
</tr>
<tr>
<td>LO3</td>
<td>To know the training aspects of NGOs</td>
</tr>
</tbody>
</table>

**Total Credits** 05  
**Total Hours** 75

**Unit I: Introduction** (18 Hours)


**Unit II: NGOs Role in Rural Development** (13 Hours)


**Unit III: NGOs and Funding** (15 Hours)


**Unit IV: Voluntary Actions in Rural Development** (12 Hours)

- Voluntary Agency in Rural Development - Agriculture, Industry, Heath 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**


**Supplementary Readings**

<table>
<thead>
<tr>
<th>Year</th>
<th>IV</th>
<th>Semester</th>
<th>VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRDC 83</td>
<td>RURAL INFRASTRUCTURAL DEVELOPMENT</td>
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</table>

**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 analyze 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 Coordination - 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

**Supplementary Readings**
<table>
<thead>
<tr>
<th>Year</th>
<th>IV</th>
<th>Semester</th>
<th>VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRDC 84</td>
<td>FIELD PLACEMENT PROGRAMME</td>
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<tr>
<td>Learning Objectives</td>
<td>LO1 To analyse the role of NGOs in Rural Development</td>
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<td></td>
<td>LO2 To make a student to understand various activities and functions of an NGO allotted to them</td>
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<td>LO3 To train them to take up the project on NGO</td>
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<tr>
<td>Total Credits</td>
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<tr>
<td>Total Hours</td>
<td>70 (Field Preparation)</td>
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</table>

**Theoretical Orientation**

This course is aimed to understand the objectives, functions and achievements of an NGO.

**Submission of Field Work Report**

The students have to visit the NGO allotted to them during the week end. During the first instance, they have to collect the complete information about the NGO concerned. All the information should be recorded by means of writing. Particularly, they should record/collection the information on the area in which the NGO works.

After having consultation with the Course Teacher, one of the area of work (for example SHGS through NGO, Health Insurance through NGO, Government Schemes through NGO etc) has to be selected and the beneficiary has to be approached to collect the information.

The collected information has to be analysed and the outcome and the lessons learnt through the field visit have to be recorded.

The above are to be compiled and a report should be submitted not more than 25 pages.

The Report should contain the Attendance Certificate obtained by the NGO concerned.

A format will be prescribed to the students.

**Course outcome**

| CO1 | Can get the information about the formation of an NGO to start an NGO |
| CO2 | Able to get employment at the NGOs. |
| CO3 | Become an advisor of the NGOs. |
**Year** | **V** | **Semester** | **IX**
---|---|---|---
IRDE 85 | MICRO, SMALL AND MEDIUM ENTERPRISES & RURAL DEVELOPMENT (Inter Departmental Elective)

**Learning Objectives**

LO1 To enable the students to know about the MSME
LO2 Make them to understand the role of MSME in rural development
LO3 To know about the role of DIC in MSME’s growth

**Total Credits** | 03
**Total Hours** | 65

**Unit I: Introduction** (11 Hours)

- Introduction to Rural Enterprises – Nature and Scope– Characteristics– Advantages– Role of Rural Enterprises in Rural Development

**Unit II: Micro Enterprises in Rural Area** (11 Hours)


**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)


**Course Outcome**

CO1 Acquiring knowledge about MSME
CO2 Able to establish micro enterprises
CO3 Capable to Setting up of MSME

**Text Books**

2. Indian Institute of Banking and Finance, 2017, MS & M Enterprises in India

**Suggested Readings**

<table>
<thead>
<tr>
<th>Year</th>
<th>V</th>
<th>Semester</th>
<th>IX</th>
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</thead>
<tbody>
<tr>
<td>IRDE 85 - 1</td>
<td></td>
<td>WOMEN STUDIES (Departmental Elective)</td>
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<tr>
<td>Learning Objectives</td>
<td>LO1 To create an awareness of the present status of Women</td>
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<td>LO2 To know theories of feminism</td>
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<td>LO3 To understand about the benefits of women development programmes</td>
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<tr>
<td>Total Credits</td>
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<tr>
<td>Total Hours</td>
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<tr>
<td><strong>Unit. I Concept and need for Women’s Studies (12 Hours)</strong></td>
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<td></td>
<td>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</td>
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<tr>
<td><strong>Unit. II Theories of Feminism (15 Hours)</strong></td>
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<td>Theories of feminism, Liberal feminism, Radical Feminism, Marxists Feminism, Socialist Feminism.</td>
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<td><strong>Unit.III Women and Social system (12 Hours)</strong></td>
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<td></td>
<td>Sex ratio in rural-urban India - general sex ratio, sex ratio at birth-child sex ratio- Women and Indian social system - family caste, class and religion wise discussion- Problems of girl children</td>
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<tr>
<td><strong>Unit. IV Women Development (13 Hours)</strong></td>
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<td></td>
<td>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.</td>
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<tr>
<td><strong>Unit. V Women and work participation (13 Hours)</strong></td>
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<td>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.</td>
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</table>

<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>CO1 Capable to formulate for women development</th>
<th>CO2 Ability to conduct women development programme at the rural area</th>
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</thead>
</table>
Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>LO1</td>
<td>To create an awareness of the present status of Rural Resources</td>
</tr>
<tr>
<td>LO2</td>
<td>To understand the issues related to resource in Rural Area</td>
</tr>
<tr>
<td>LO3</td>
<td>To Expose the advantage of rural resources and its management</td>
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</tbody>
</table>

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

Unit – III: Social Resources
- Rural infrastructural Resources and social service Development - Development of Transport, Communication and Power - their impact.

Unit-IV: Human Resources

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

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<tr>
<th>Course Outcome</th>
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<tbody>
<tr>
<td>CO1</td>
<td>Capable to obtain knowledge and skills on rural resource Management</td>
</tr>
<tr>
<td></td>
<td>CO2 Gaining &amp; applying the principles of rural resources management.</td>
</tr>
</tbody>
</table>

Text Books
2. Negi B.S. "Geography of Resources", Kethar Nath Ram, Nath Publisher, India 1990.

Reference Books
1. Vaclav Sril etal (Eds)"Energy in the developing world.the real energy Crisis", < University press, New Delhi.
**IRDC 91**

**COMMUNICATION AND EXTENSION TECHNIQUES**

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>LO1 To teach the various methods of communication</th>
<th>LO2 To understand the importance of extension</th>
<th>LO3 To anaylyse the demonstration and contact methods of extension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td>05</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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)**

**Unit V: Advantages and Limitations (17 Hours)**

<table>
<thead>
<tr>
<th>Course outcome</th>
<th>CO1 able to get Skill on communication</th>
<th>CO2 can acquire knowledge on different extension methods</th>
<th>CO3 Capability on field demonstration methods</th>
</tr>
</thead>
</table>

**Text Books**

**Supplementary Readings**
<table>
<thead>
<tr>
<th>Year</th>
<th>V</th>
<th>Semester</th>
<th>IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRDC 92</td>
<td>RESEARCH METHODOLOGY</td>
<td></td>
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</tbody>
</table>

**Learning Objectives**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>To enable the students to understand social science research</td>
</tr>
<tr>
<td>LO2</td>
<td>To impart skills to undertake empirical studies</td>
</tr>
<tr>
<td>LO3</td>
<td>To analyse the Research Problem</td>
</tr>
<tr>
<td>LO4</td>
<td>To apply the statistical techniques</td>
</tr>
</tbody>
</table>

**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)**

**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 filed level |
| CO3 | Proficiency in data analysis through Software packages |

**Text Books**

**Supplementary Readings**
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)

Unit IV: Practices of Entrepreneurship (10 Hours)

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
Publishers and distributors Pvt. Ltd., New Delhi

Supplementary Readings
<table>
<thead>
<tr>
<th>Year</th>
<th>V</th>
<th>Semester</th>
<th>IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRDC 94</td>
<td>FIELD PRACTICUM (BLOCK PLACEMENT)</td>
<td></td>
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</tr>
</tbody>
</table>
| Learning Objectives | LO1 To enable the students to have firsthand knowledge about the Rural situation,  
LO2 To give the student an opportunity for better interaction with the rural people |
| Total Credits | 03 |
| Total Hours | 65 |

### Activities:
1. Village adoption  
2. Observation study  
3. Extension visit  
4. Village stay Programme  
5. Field Placement Programme in leading NGO's  
7. Exposure to Rural problems  
8. Preparation of profile on socio-economic conditions of Villages.  

### 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
<table>
<thead>
<tr>
<th>Year</th>
<th>IV</th>
<th>Semester</th>
<th>VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRDE 95-1</td>
<td>SWACHH BHARAT PROGRAMME (Inter Departmental Elective – I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>LO1 To understand the importance of Swachh Bharath Programme</td>
<td>LO2 To analyse the objectives of Swachh Bharath Programme</td>
<td>LO3 To analyse the campaign for Swachh Bharath Programme</td>
</tr>
<tr>
<td>Total Credits</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>65</td>
<td></td>
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</tr>
</tbody>
</table>

**Unit I: Introduction (11 Hours)**

**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)**

**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

**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
<table>
<thead>
<tr>
<th>Year</th>
<th>V</th>
<th>Semester</th>
<th>IX</th>
</tr>
</thead>
</table>
| IRDE 95-1 | RURAL TOURISM & EMPLOYMENT GENERATION  
(Departmental Elective -1 ) | |

**Learning Objectives**
- LO1 To teach the fundamentals of Rural Tourism
- LO2 To understand the factors responsible for Rural Tourism

| Total Credits | 03 |
| Total Hours | 65 |

**Unit I: Introduction (12 Hours)**

**Unit II: Factors of Tourism (13 Hours)**

**Unit III: Tourism Types (14 Hours)**

**Unit IV: Tourism as an Industry (13 Hours)**

**Unit V: Tourism and Employment (13 Hours)**

| Course Outcome | CO1 Obtain Knowledge on rural tourism  
CO2 Can become a rural tourism organizer  
CO3 Can become a rural tourism guide |

**Text Books:**

**Supplementary Readings**
<table>
<thead>
<tr>
<th>Year</th>
<th>V</th>
<th>Semester</th>
<th>IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRDE 95 - 2</td>
<td></td>
<td>VOLUNARISM AND RURAL DEVELOPMENT</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(Departmental Elective –II)</td>
<td></td>
</tr>
</tbody>
</table>

**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

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**Unit. I Philosophy and Theoretical Issues of Voluntarism (15 Hours)**


**Unit. II Formation, rules and regulations (15 Hours)**


**Unit. III Funding of NGOs (11 Hours)**


**Unit. IV Corporate Sector and Rural Development (12 Hours)**


**Unit. V Working with Communities (12 Hours)**


**Course Outcome**

- CO1 Capable to start NGO
- CO2 Ability to conduct NGO activities
- CO3 Able to work with the communities

**Text Books**


**Supplementary Readings**

2. Goel O.P, 204, Strategic Management and policy issues of NGOs, Isha Books, New Delhi
<table>
<thead>
<tr>
<th>Year</th>
<th>V</th>
<th>Semester</th>
<th>IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISSC 96</td>
<td></td>
<td>SOFT SKILLS</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Objectives**

<table>
<thead>
<tr>
<th>LO1</th>
<th>To train students in soft skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>To enable them to be professionally competent</td>
</tr>
<tr>
<td>LO3</td>
<td>To create interpersonal skills</td>
</tr>
<tr>
<td>LO4</td>
<td>To obtain professional skills</td>
</tr>
</tbody>
</table>

**Total Credits** 03

**Total Hours** 65

**Unit I: Soft Skills and Personality Development**  (15 Hours)

**Unit II: Communication Skills**  (14 Hours)

**Unit III: Interpersonal Skills**  (14 Hours)

**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)

**Course Outcome**

<table>
<thead>
<tr>
<th>CO1</th>
<th>Acquire knowledge on soft skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO2</td>
<td>Able to communicate and write</td>
</tr>
<tr>
<td>CO3</td>
<td>Development of interpersonal skills</td>
</tr>
<tr>
<td>CO4</td>
<td>Obtain business and professional skills</td>
</tr>
</tbody>
</table>

**Text Books**

**Supplementary Readings**
<table>
<thead>
<tr>
<th>Year</th>
<th>V</th>
<th>Semester</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRDC 101</td>
<td>SHGs AND WOMEN EMPOWERMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>75</td>
</tr>
</tbody>
</table>

**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)


**Unit III: SHGs Promotion Strategy** (15 Hours)


**Unit IV: Women Empowerment** (15 Hours)


**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**

<table>
<thead>
<tr>
<th>CO1</th>
<th>Capable to form SHGs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO2</td>
<td>Become an advisor to the SHGs</td>
</tr>
<tr>
<td>CO3</td>
<td>Capability to start an entrepreneurial activities</td>
</tr>
</tbody>
</table>

**Text Books**


**Supplementary Readings**

2. WWW.WOMENDEVELOPMENTCORPORATION.COM
<table>
<thead>
<tr>
<th>Year</th>
<th>V</th>
<th>Semester</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRDC 102</td>
<td>DISASTER MANAGEMENT</td>
<td></td>
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</tr>
</tbody>
</table>

**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**


**Supplementary Books**

1. Singh R.B, 2013, Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi
### IRDC 103

**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

### IRDC 104

**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

- 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